DOCUMENT RESUME

ED 261 414 CS 209 358

TITLE The Helping Book: Fourth Grade. For Parents of ECIA, Chapter 1. Bulletin 1709.
INSTITUTION Louisiana State Dept. of Education, Baton Rouge.
PUB DATE [85]
NOTE 163p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Alphabetizing Skills; Grade 4; Intermediate Grades; *Learning Activities; Parent Participation; Phonics; *Reading Comprehension; Reading Skills; *Study Skills; *Vocabulary Development; *Word Study Skills; *Writing Skills
IDENTIFIERS Education Consolidation Improvement Act Chapter 1

ABSTRACT

Intended for parents of fourth grade children who are participating in Chapter 1 programs that support basic skills education, the learning activities in this booklet give children practice with reading and writing. Among the language skills covered in the activities are (1) vocabulary (in context, synonyms, antonyms, homophones, homographs, pronoun reference), (2) phonetic analysis (three letter blends and vowels followed by "r"), (3) structural analysis (root words, contractions, irregular plurals, possessives, prefixes, and suffixes), (4) comprehension (story details, topic sentences, predicting outcomes, drawing conclusions, cause and effect, inference, fact and opinion, and character traits), (5) study skills (alphabetizing and locating information), and (6) writing skills (spelling and punctuation). The booklet also provides answer keys for the suggested activities. (HOD)

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THE Helping Book:

FOURTH GRADE

For Parents of ECIA, Chapter 1 Fourth Grade Students

Bulletin 1709

RPMC 565

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THE HELPING BOOK:

FOURTH GRADE

Bulletin 1709

Prepared by

Bureau of ECIA, Chapter 1
Office of Educational Support Programs

This public document was published at a total cost of $678.00. 200 copies of this public document were published in this first printing at a cost of $678.00. The total cost of all printings of this document, including reprints, is $678.00. This document was published by the Louisiana Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804, to disseminate information under authority of P.L. 97-35. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43.31.

Issued by

LOUISIANA DEPARTMENT OF EDUCATION
J. KELLY NIX, SUPERINTENDENT

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Dear Parent:

You have in your hands Louisiana's hope for the next decade - your child. In order for your child to grow to be a successful citizen, he needs help in getting a good education.

The Louisiana Department of Education has developed The Helping Book: Fourth Grade for your use. By doing some of the activities in this handbook with your child, you will be giving him an extra helping of time and love.

We share a common hope - that our children will grow into happy, useful persons who can make this State a better place in which to live.

Sincerely,

J. KELLY NIX
STATE SUPERINTENDENT
LOUISIANA DEPARTMENT OF EDUCATION

Dear Parent:

The Helping Book: Fourth Grade is for the parents of fourth grade children who are participating in Chapter 1 programs.

The Chapter 1 program supports basic skills education. Therefore, activities which will give your child practice with every reading and writing skill which must be learned before a child goes on to the fifth grade are included in this book.

Your child's teacher gives the first helping of learning in reading and writing. The Chapter 1 programs provide a second helping of practice. Finally, your help in reviewing these areas of reading and writing will be the third and best helping your child will get.

Sincerely,

James E. Green

James E. Green, Director
Bureau of ECIA, Chapter 1
Office of Educational Support Programs

ACKNOWLEDGEMENTS

Special thanks to the staff members of these Chapter 1 Programs for their helpful advice and assistance in the development of this handbook:

Allen

Beauregard

Calcasieu

Jefferson

Jefferson Davis

Lafayette

LaSalle

Orleans

Rapides

Our deepest thanks to Kerry Ardoin, Calcasieu Parish, who is the artist for this handbook.

BEFORE YOU USE THIS BOOK PLEASE READ!

1. Have fun with your child as you help him grow. The Helping Book: Fourth Grade was written to give you and your child pleasant learning activities. It has been designed to cover each of the skills on the fourth grade Basic Skills Test.

2. At the top left of each page you will find the skill that is to be covered on that page. To the right of the skill is a box. The box designates the exact part of the skill for which a fourth grade student is responsible.

3. For each skill there are three pages of practice.

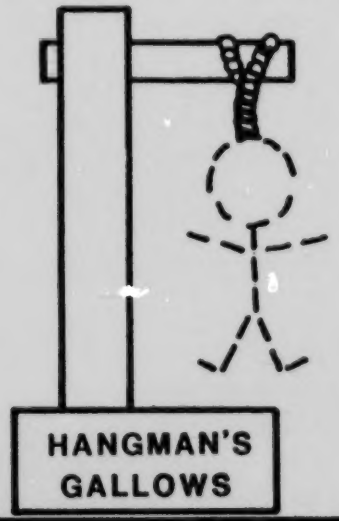
4. For each skill there is a test question similar to the test item that will be on the Basic Skills Test in the spring. The test question will always be marked with a .

5. When an exercise or game requires an answer key, the key is found in the back of the booklet. When the symbol appears, the answers are provided.

6. An additional Louisiana Trails gameboard is included on page 95 to be used for additional games.

Vocabulary in Context

To play this word game, you will need to draw a hangman gallows on a piece of paper. Flash a word from the word list in the back of the book and ask him to pronounce it and use it in a sentence. If the word is mispronounced or used incorrectly, draw the head or another part of the man's body in a noose on the gallows. Usually it is fun to play with five to seven parts of the body (head, neck, arms, torso, and legs). Try to see how many words your child can get correct before the man is hanged.



Ask your child to name as many words beginning with a letter that you choose. Have her say as many words as she can in one minute.

A = Awful

Have your child find and write a word from the word list that begins with each letter in her name.

Sister

Umbrella

Excited

Use the Louisiana Trails gameboard on the next page to play this word game. Copy 30 - 40 words from the Harris-Jacobson Third Grade Word List on separate slips of paper. Turn them face down. Let your child turn over one word card at a time and try to say the word. If he says the word correctly, he moves his marker forward one space. If not, he moves his marker backward one space.

DIRECTIONS: Choose the correct meaning of the underlined word in the sentence.

The thieves wanted to take the television from the store window.

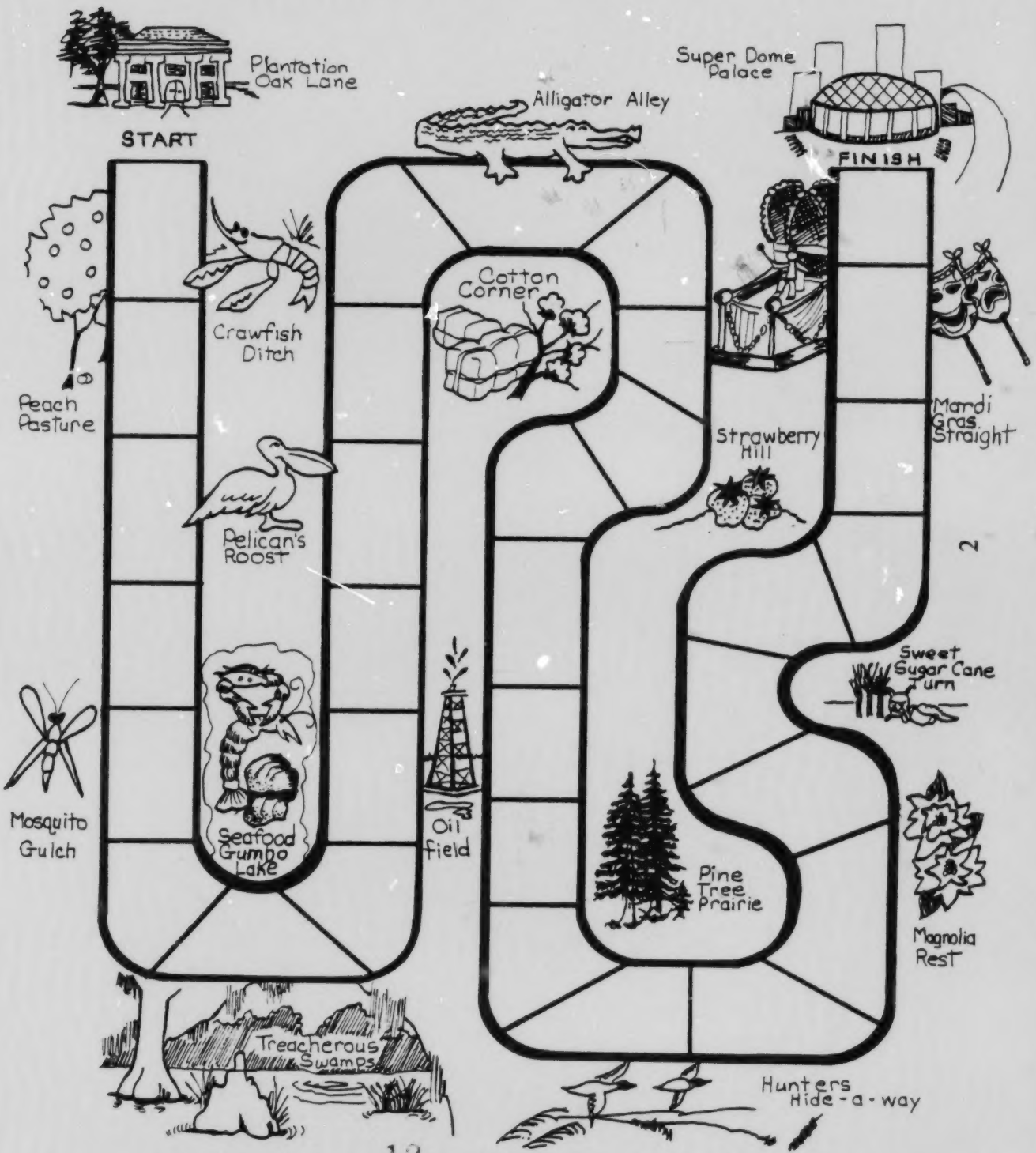
A. policemen

B. workers

C. robbers

D. inventor

Louisiana Trails

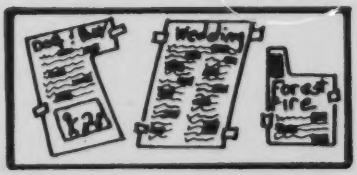


Vocabulary in Context

Find a comic strip your child can read. Black out one noun from each sentence. Ask your child to read the comic strip and fill in each blank with a new word that makes sense in the sentence.

Give your child unfinished sentences that may be completed as he chooses. Say, "In the zoo there are many _____." Have your child repeat the sentence in as many different ways as possible. Other suggestions include "My favorite game is _____," "My favorite place to play is _____," and "If I could take a trip, I would go _____."

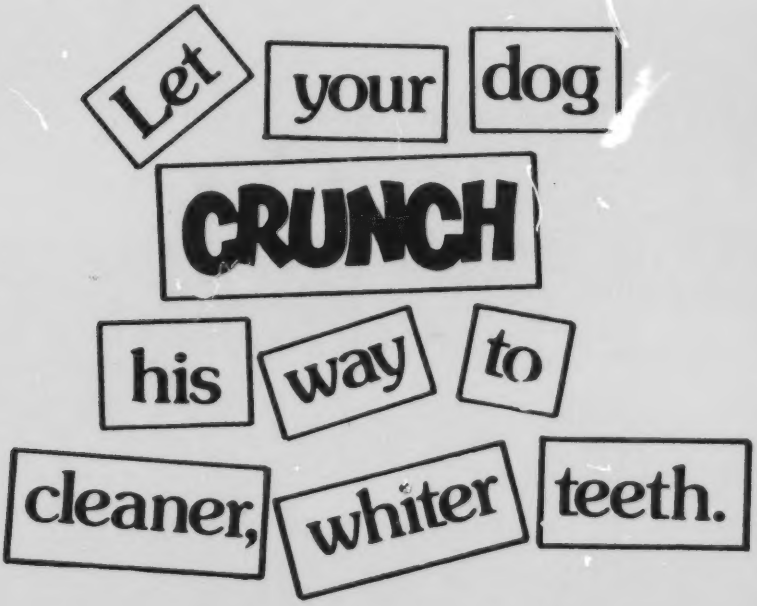
Select a paragraph from a newspaper article. Black out every fifth word. Have your child read the paragraph to you filling in the blackened words. Remind your child that the new words must make sense in the paragraph.



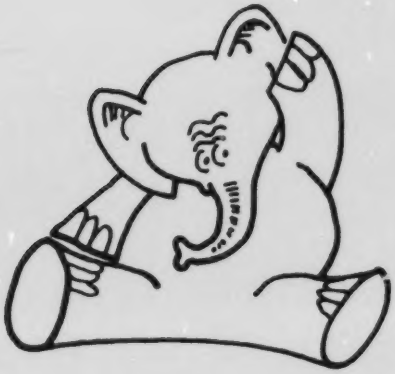
Read a story to your child. As you read each sentence, substitute a pause, or silence, for one word. Ask your child to name a word that would fit into the place where you paused. You may want to pause when you come to the last word in each sentence. Tell your child that the new words must make sense in the sentences.

After you have finished reading a magazine, cut out the words from a title of an article or the slogan from an advertisement. Have your child arrange the scrambled words in the correct order.

EXAMPLE:



Vocabulary in Context



1. Clocks show what _____

   a. tone b. tune c

2. _____ is sweet but bad

   a. Sugar b. Salt

3. That mean neighbor of m
   look that hurt my feeli

   a. pleasant b. nast

4. Policemen will _____

   a. assist b. anger

5. The circus elephant was
   completely filled its s

   a. soft b. green

6. Kids use _____ t

   a. a dictionary b.

7. A _____ is a place

   a. garage b. gazebo

8. Food that tastes really

   a. delicious b. bur

4

___ it is.

. time d. tame

for my teeth.

c. Mud d. Glue

ine gave me a _____
ngs.

y c. sweet d. proud

you if you get lost.

c. scare d. greet

so _____ that it
tall.

c. dainty d. enormous

o find the meaning of words.

a catalog c. an encyclopedia d. a magazine

to grow plants.

c. gym d. greenhouse

good is _____.

ned c. decided d. stale

Synonyms

Make a list of 10 or 15 interesting words found on cereal boxes. Think of words that mean the same as these words.

Give your child these words and have him think of a synonym for:

work, woman, permit,

same, go, big, giggle

Give your child this story in which many synonyms are printed in capital letters. Then ask him to rewrite the story replacing the capitalized word with its synonym.

A Silly Story

One day in the BRIGHT month of May, some CHEERFUL fourth-grade boys and girls met at the GREAT Mayville Elementary School to write some SILLY stories and NUTTY poems with their PRETTY teacher.

When the afternoon was over, the THIN teacher got into her LITTLE car and drove home. Each of the INTELLIGENT boys and girls took the LOUD school bus back to their BIG homes and their CARING parents.

Circle the two synonyms in each line.

1.	ask	tell	question
2.	free	price	cost
3.	shout	yell	whisper
4.	enjoy	dislike	like
5.	song	tale	story
6.	thief	mother	robber
7.	end	finish	begin
8.	sick	well	ill
9.	huge	enormous	small
10.	stop	join	quit

DIRECTIONS: Choose the synonym for the underlined word in the sentence.

Keep little children away from the road.

A. castle

B. tunnel

C. street

D. automobile

Color the synonyms for the word "rich" purple.

Color the synonyms for the word "run" red.

Color the synonyms for the word "careful" yellow.

Color the synonyms for the word "lively" blue.

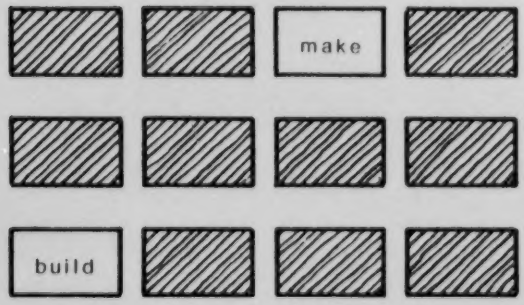
Color the synonyms for the word "clean" green.

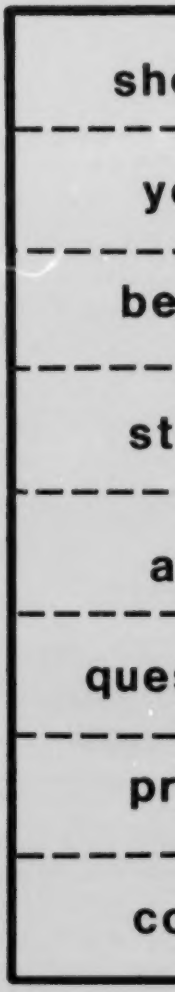
Color the synonyms for the word "wet" orange.

merry well-off tidy damp	cheerful dustless wealthy soaked
moist race spotless safe	rainy neat scamper watchful

Synonyms

Shuffle the cards and spread them face down on a table. Have your child flip over two cards at a time. Tell her that the object of the game is to find a pair of words that have the same meaning. Explain that when a pair is found, it is removed from the table. She then flips over two more cards to see if they form a pair. When all of the cards are matched, the game is over.





out	tale	huge
ell	story	great
gin	thief	ill
art	robber	sick
sk	loud	street
stion	noisy	road
ice	enjoy	land
ost	like	ground

Antonyms

Play Opposite Simon Says with your child. Ask him to do the opposite of whatever Simon commands. For example, if Opposite Simon says, "Sit down," he must stand up.

Other things you may tell him to do are: "Raise your right hand;" "Close your eyes;" "Run to the wall;" "Stand on two legs;" and "Put your hands in front of your face."

Have your child find a short article from the newspaper. Have her cross out the descriptive words, and replace them with antonyms and see how this changes the meaning.

Look at magazine or newspaper advertisements together. Cut out especially descriptive ads, and clip them to a sheet of paper. Have your child cross out words that have opposites and write the opposites above the crossed-out words to come up with humorous "opposite ads." Have him read the rewritten advertisements aloud. For example, a rewrite of "Come down to Mr. Big's Barber Shop for a beautiful, new, short haircut" might be "Go up from Ms. Small's Barber Shop for an ugly, old, long haircut."

You might want to play this game with your child.

Make cards putting one word on each, using these words:

dry	hot	down	cry
wet	cold	up	laugh
in	happy	stop	morning
out	sad	go	night
on	big	stand	awake
off	little	sit	asleep

Deal the cards to your child, yourself and perhaps one or two more players. The first player puts down one card. The player who has the antonym plays it. Then he plays a new card. The player with the antonym plays it, etc. The player who uses all cards first is the winner.

DIRECTIONS: Choose the antonym of the underlined word in the sentence.

Raise your <u>right</u> hand if you wish to speak.

A. other

B. lively

C. polite

D. left

DIRECTIONS: Hidden in the letter puzzle is an antonym for each word found in the word bank. Find each antonym and circle it.

WORD BANK:

sloppy, far,
new, later,
even, seldom,
wet, lose,
large, woman,
many, mean,
glad, polite,
poor, tight,
bottom, yes,
day, shut,
hate,

n	e	a	t	o	f	t	e	n	o	l
e	o	n	b	x	w	i	m	a	n	o
a	l	o	d	d	i	n	r	r	o	o
r	d	w	l	r	n	y	i	u	p	s
f	t	a	o	y	c	h	c	d	e	e
e	o	m	v	s	a	d	h	e	n	u
w	p	y	e	k	i	n	d	c	k	b
n	o	n	i	g	h	t	b	o	x	s

The Antonym Wall

An antonym is a word that is opposite in meaning from another word. In the pictured antonym wall, some of the bricks have words written in them. You are to put the antonyms of those words in the bricks next to them. See how many bricks you can fill in to complete the wall.

high			dry	
slow			polite		
	win		many	
	add		heavy		
old			friend	
sick			sweet		
	rich		quickly	
sunny		hot		
	noisy		shallow	
smart			laugh	
short			stale	
	loose		white	
sit		work		
empty			happy	

10

Homophones

Have your child find the words in this sentence which sound correct but are spelled wrong.

The wind blue the hole day.

Have her recopy the sentence putting in the correct words.

This is a game of practice recognizing words that sound alike (homophones).

1. Make a deck of cards with homophones. Use the words listed below.
2. Shuffle the cards and deal five to each player.
3. Have the first player draw a card from the pile or from the other person's hand.
4. Once a player has a pair of homophones, he can lay them down if he can give two sentences which tell the different meanings of the homophones.
5. If he cannot give two sentences, the homophones are placed back in the deck and reshuffled.
6. The first player to use all of his cards is the winner.

sun	- son	so	- sew	beat	- beet
read	- red	by	- buy	knight	- night
their	- there	wrap	- rap	bare	- bear
your	- you're	maid	- made	capitol	- capital
no	- know	tee	- tea	for	- four
knew	- new	meat	- meet	hymn	- him
mail	- male	herd	- heard	peace	- piece
knot	- not	hare	- hair	sense	- cents
grate	- great	die	- dye	fair	- fare
tide	- tied	steak	- stake	hole	- whole
wrote	- rote	waist	- waste	aunt	- ant

Write the following pairs of same sounding words a piece of paper: know/no, there/their, blue/blew, irs/stares, bear/bare. Tell your child the meaning each word. Ask her to use each pair of words in a gle sentence.

Riddles are an entertaining way to call the atten- n of your child to homophones. Give him the ten initions. Ask him to name a pair of homophones t fit each definition.

EXAMPLE: squeezes jewelry (wrings rings)

1. rabbit fur
2. reasonable price
3. untied piece of string
4. evening for man in armor
5. peel a fruit
6. naked grizzly
7. consumed more than seven
8. whips vegetables
9. listened to the cows
10. afternoon refreshment on the golf course

DIRECTIONS: Look at the homophones in the box. ose the sentence that correctly uses one of the ophones.

breaks - brakes

A. My pencil point <u>brakes</u> very easily.

B. Mother used the <u>brakes</u> to keep from hitting the dog.

C. The <u>breaks</u> on that car do not work.

D. The baby <u>brakes</u> our crayons.

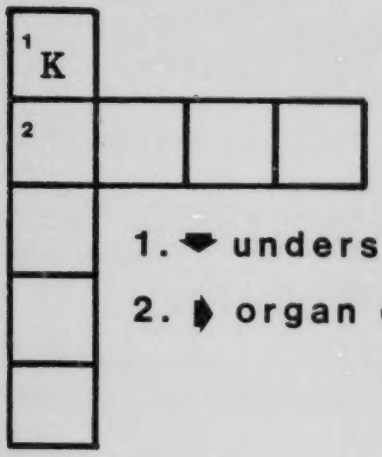
"awl" and "all" are pronounced the same but have different meanings. They are homophones, so I will color that space red.

If the words are homophones, color red.
If the words are not homophones, color green.

awl all	yes you	sew sow	been bill	ore oar
toe tow	will won't	red read	bake book	wrap rap
in inn	home hum	new knew	may man	lead led
dew due	come came	knot not	cane come	know no

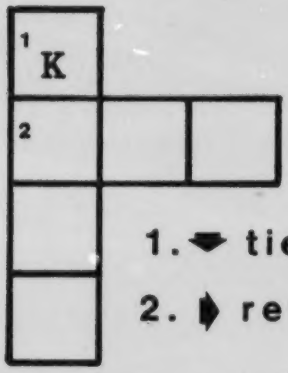
Homophones are words that sound the same but have different meanings. Use homophones to complete these crosswords.

A.



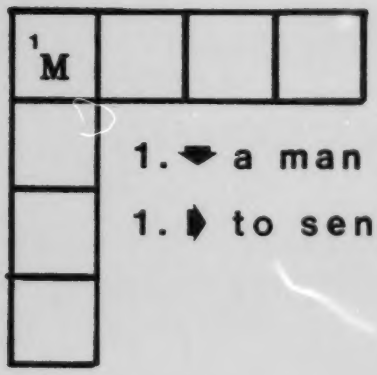
1. ➧ understands
2. ➧ organ of smell

B.



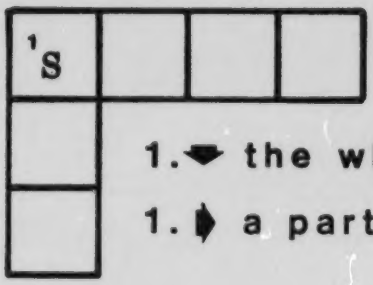
1. ➧ tied
2. ➧ refusal

C.



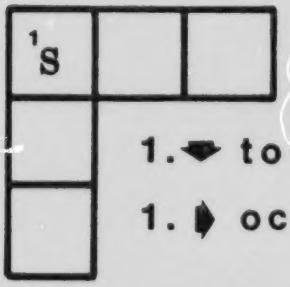
1. ➧ a man
1. ➧ to send a letter

D.



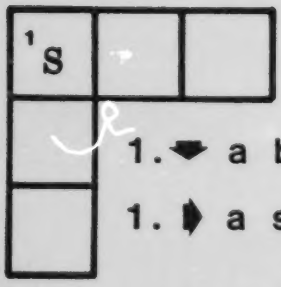
1. ➧ the whole
1. ➧ a part

F.



1. ➧ to observe
1. ➧ ocean

E.



1. ➧ a boy
1. ➧ a star

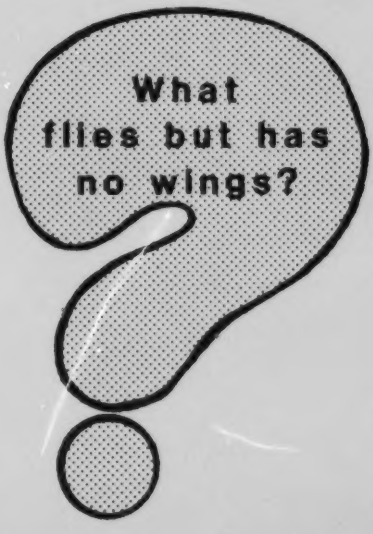
Homographs

You can help your child with words that look alike and sound alike, but have different meanings. Can you and your child find the meaning for the homograph pairs?

EXAMPLE: jar - a container
jar - to shake

1.	fly _____	fly _____
2.	box _____	box _____
3.	cast _____	cast _____
4.	mean _____	mean _____

Can you answer these riddles using homographs?



DIRECTIONS: Circle the meaning of each underlined word as it is used in the sentence.

1. A shark has never been found near this beach.

   A. a large fish B. a crafty person

2. The hide of that cow will be tanned.

   A. to put out of sight B. the skin of an animal

3. Mother bought a pound of meat at the store.

   A. weight equal to 16 ounces B. to strike heavily

4. Will you share the candy bar with Mark?

   A. to enjoy with others B. to divide into parts

5. Miss Hall has worked at the post office for ten years.

   A. to fail to hit B. title of an unmarried woman

Homographs

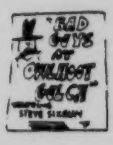
DIRECTIONS: Write a homograph that describes all th

1

3

ree pictures in each box.

2



4

5

Homographs

. Use the word cards on this page. Each word has at least two different meanings.

. Cut out the cards and place them face down in a stack on the table.

. Each player in turn picks up the top card, pronounces the word and uses it in two different sentences. Each sentence should give a different meaning for the word.

. If the player is correct, he keeps the card he drew.

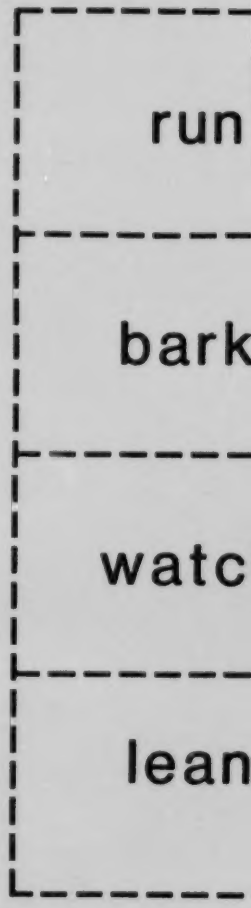
. If he cannot use the word in two different ways, the card is returned to the bottom of the stack.

. The player who keeps the most cards is the winner.

EXAMPLE: [run]

"Run. The oil wells have run dry.

My old broken-down car won't run."

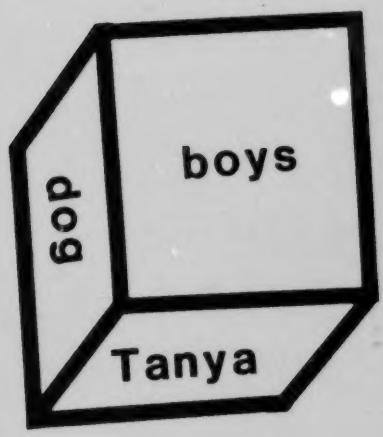


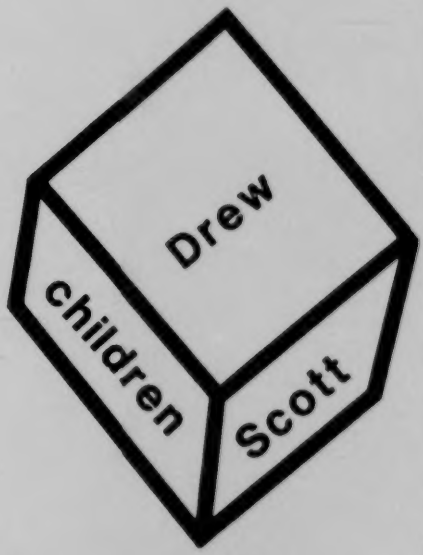
	park	jar
	stick	bank
h	pitcher	bear
	tip	loaf

Pronoun Reference

Cover the six sides of two flash cubes with freezer tape. On each side write a noun. (You may make up your own or use the twelve nouns listed below). Let your child roll one of the cubes. Then let her give a pronoun that replaces the noun on the cube.

NOUNS	NOUNS	NOUNS
Mother (she)	Bob (he)	Baby and I (we)
Jane's (her)	Uncle Sam (he)	George (him)
Cat (it)	Sister's (her)	Pat and Sue (they)
Eric (he)	Team (they)	Grandmother (she)

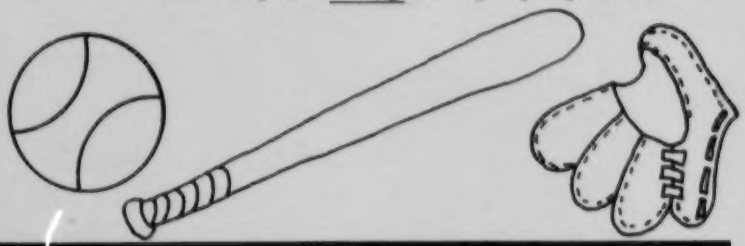




we	them	him	her

You will need a ball (or a folded pair of socks) to play this game with your child. As you throw the ball, call out a sentence to your child using people's names. He then catches the ball. When he pitches the ball back to you, he must repeat the sentence that you said; except, he replaces the name with a pronoun.

EXAMPLE: Parent says, "Ryan and Joe are playing ball."
Child says, "They are playing ball."



DIRECTIONS: Read the two sentences. Choose a pronoun that can be used in place of the underlined word.

The teacher read Sandy's book.

The teacher read _____ book.

A. them

B. her

C. him

D. we

Have your child close her eyes. Ask her to touch a part of the monster with her finger. After she has opened her eyes, let her read the pronoun closest to the spot she has touched. Then she must substitute a word or words for the pronoun she has touched. Finally, she should use that word or words in a sentence.

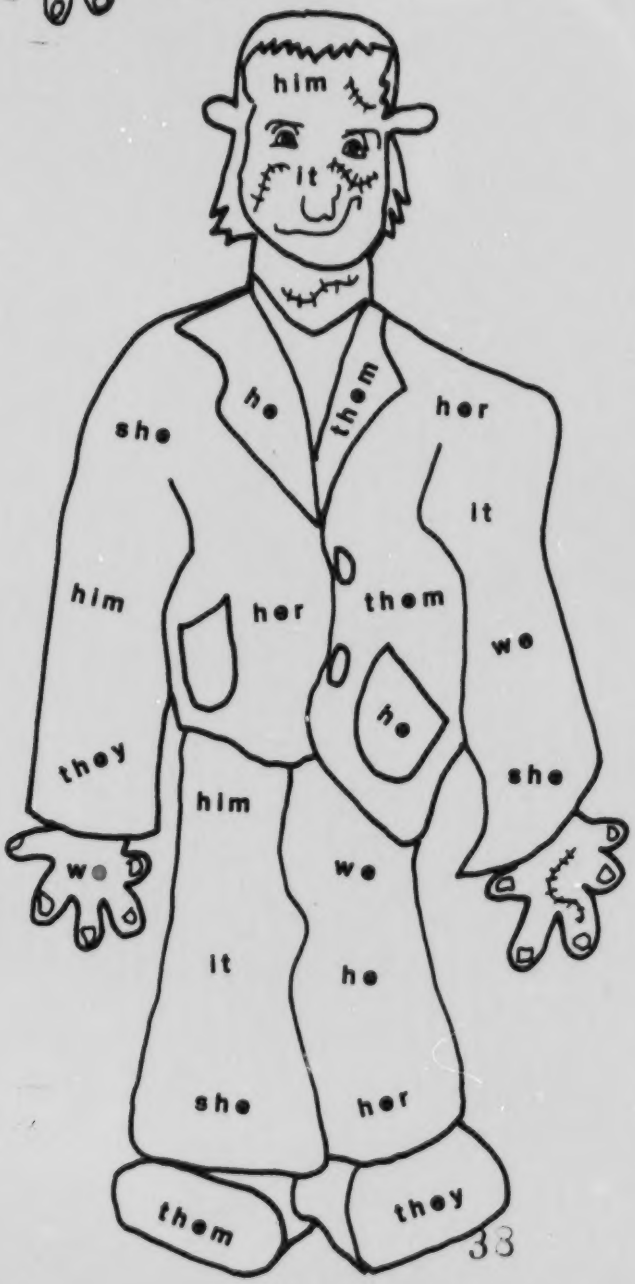
EXAMPLES:

Daddy and I

Daddy and I like pizza.

John.

I helped John.



Three Letter Blends

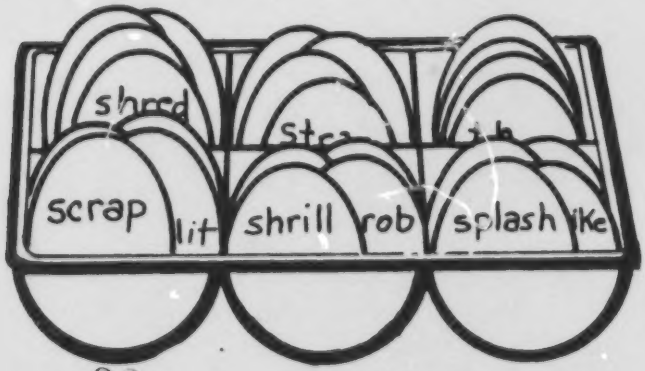
Give your child a newspaper or a magazine and have her circle three-letter blends found at the beginning of words.

EXAMPLE: (scr)atch, (spl)ash,
(squ)are, (str)aw, (thr)ead,
(spr)ead, (shr)ub

Cut 24 eggs out of plain paper. On each egg print one of the following words:

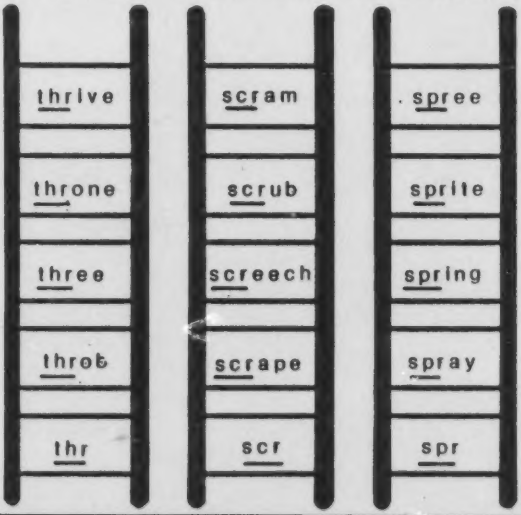
scrap	shrub	split	spring	strap	three
scram	shred	splice	spruce	stripe	thrive
scrub	shrink	splash	sprig	string	throb
scrape	shrill	splat	spray	strike	throne

Cut an egg carton in half. Number each hole (1-6). Fill each hole with 4 word "eggs" from the hole that has the same number his dice shows. If he can read the word and use it in a sentence, he keeps the egg and gets another turn. If he cannot, it's your turn. See who can get the most "eggs".



scr	spl	squ	
str	thr	spr	shr

Help your child climb the ladder of success when learning to read words that begin with three-letter blends such as "scram" or "throw" or "spray". Let your child climb the ladder by reading the words on each step and using the word in a sentence.



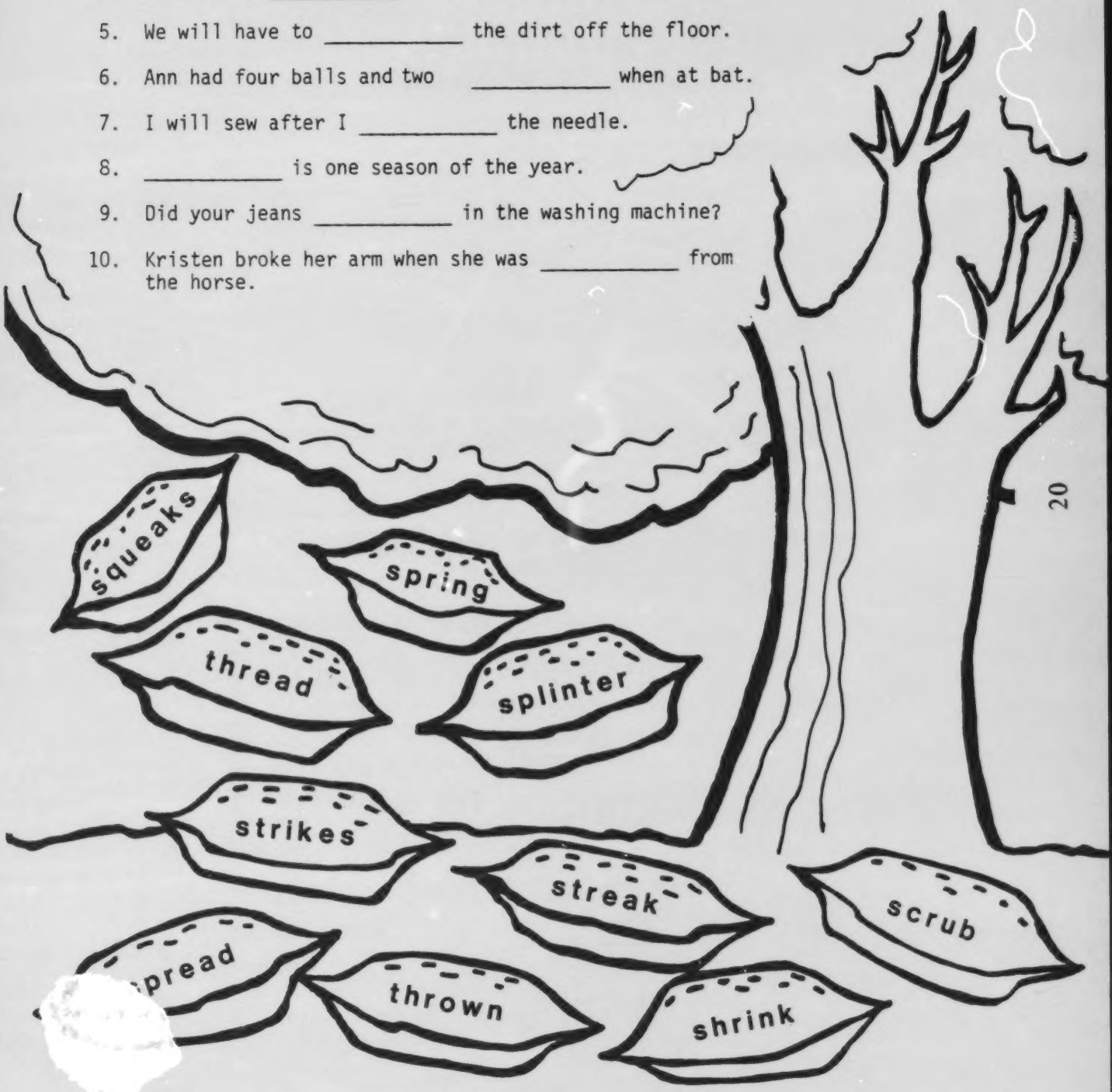
DIRECTIONS: Choose the three-letter blend which completes the sentence.

Tim broke the _____ap on my new booksack.

A. spl
B. str
C. thr
D. scr

Complete each sentence by writing in the correct word from the bottom of the page.

1. Sarah _____ butter on the bread.
2. Did you see the _____ of lightning?
3. Our door _____ when it is closed.
4. There is a _____ in Kirt's finger.
5. We will have to _____ the dirt off the floor.
6. Ann had four balls and two _____ when at bat.
7. I will sew after I _____ the needle.
8. _____ is one season of the year.
9. Did your jeans _____ in the washing machine?
10. Kristen broke her arm when she was _____ from the horse.



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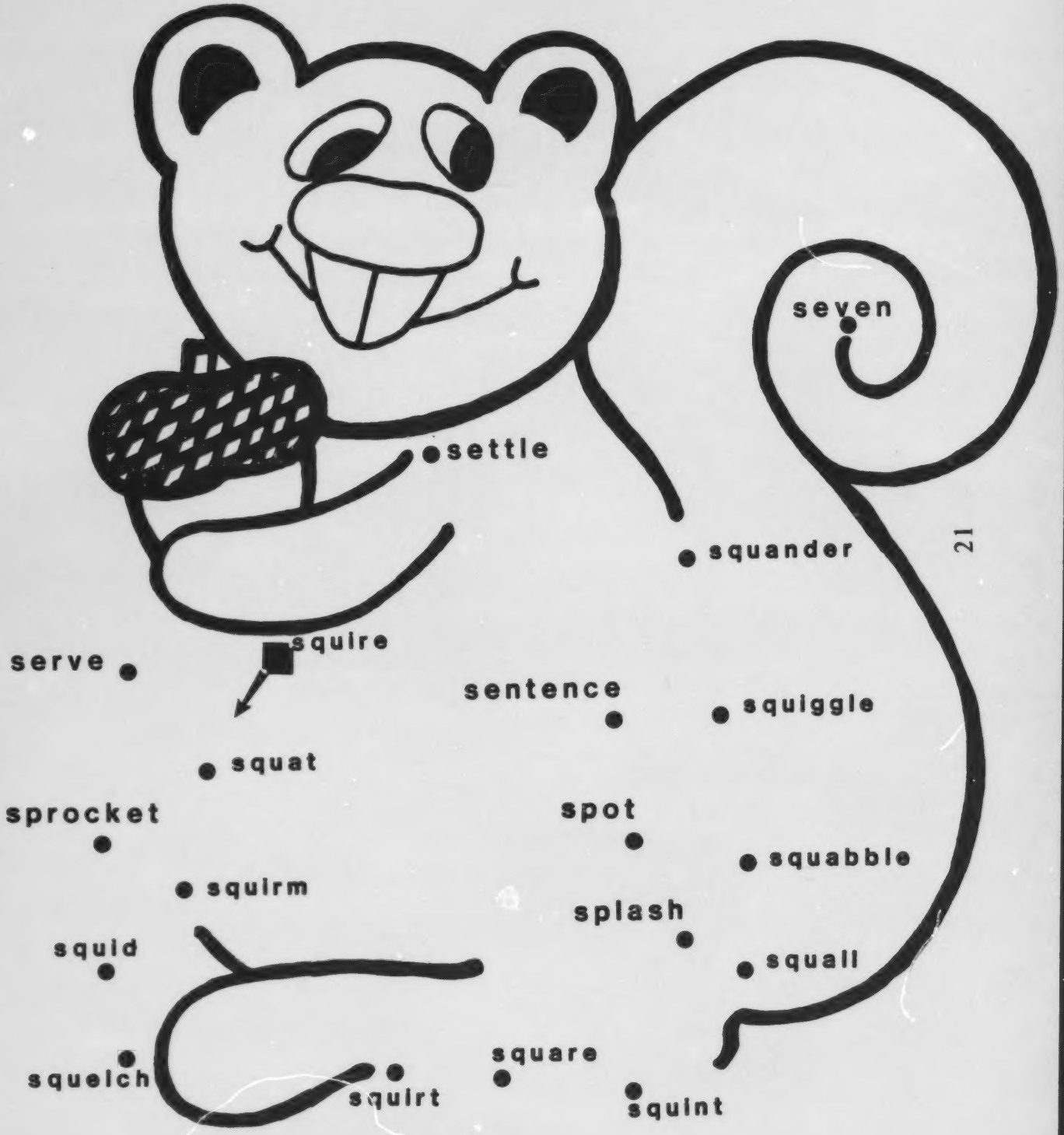
Begin at the square and draw lines to connect each word that has the beginning blend "squ."



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Vowels Followed by "R"

Have your child fill in the blanks for the r-controlled vowels:

f_r, m_re, d_rt, h_rry, c_r, h_rn, _rm,

c_rcus, sh_rt, wat_r, p_rse, t_r

Finish the sentences with the words from t

darts garden barn jar

ACROSS

1. I have flowers in my _____.
2. Put the pickles in the _____.

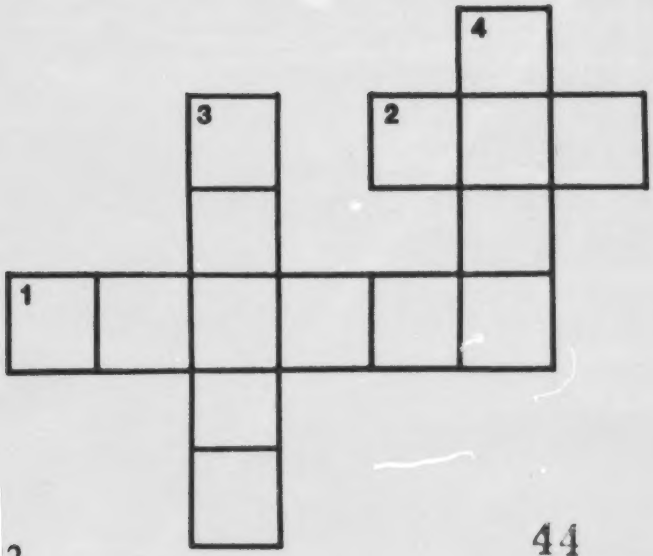
DOWN

3. I like to play _____.
4. The horse is in the _____.

ar	er	ir	or	ur

Make a checkerboard or use one from a checker game. On the playing squares print words with ar, ir, ur, er, and or. (See the list on the next page.) Play checkers as usual, except each time a checker lands on a square, the player must pronounce the word on that square before he can move his checker. If he cannot pronounce the word, he loses his next turn.

he list. Write each word in the correct puzzle box.



Vowels Followed by "R"

Make 50 cards with the words below printed on them. Underline the "ar," "er," "ir," "or" and "ur".

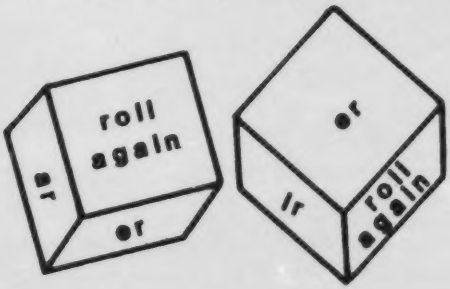
barn	term	bird	cork	turn
yarn	perch	third	horn	hurt
farm	clerk	firm	born	purse
mark	stern	thirst	north	burn
dark	nerve	girl	fork	burst
march	fern	skirt	cord	curl
harm	germ	first	horse	nurse
harp	herd	dirt	short	fur
spark	jerk	birth	corn	curb
park	serve	stir	storm	hurry

Print "Change Over" on four more cards.

Deal out five cards to each player. The child to the left of the "dealer" lays down any card and reads the word on it. The next player either plays a card that has the same "vowel plus r" or a card that begins with the same letter. Example: If "farm" has been played, "harp" having the same "ar" combination or "fern" beginning with the same letter could be played. If a child cannot play, he draws from the extra cards until he can play or has drawn three cards. If he has the card "Change Over", he may play that card and put down any word. The first person out of cards wins the game.

ar	er	ir	or	ur

Put freezer tape on six sides of a flashcube or a small block. Print "ar," "er," "ir," "or," "ur" on five sides. Print "Roll Again" on the sixth side. Take turns with your child. Roll the block and say a word that has the letters which turn up.



✹ Circle the word that names the picture.

1.
   a. stir
   b. star
   c. steer

2.
   a. car
   b. core
   c. care

3.
   a. curds
   b. cord
   c. cards

4.
   a. burn
   b. barn
   c. born

Vowels Followed by "R"

Circle each word that has an "r" that follows t

Exa

t	a	b	c	p
o	h	a	r	d
r	j	r	p	a
n	l	n	o	r
o	s	q	r	t
p	h	t	t	u
a	l	o	a	y
r	r	r	b	r
t	t	c	e	b
a	c	h	f	a

ar	er	ir	or	ur

ne vowel which makes the vowel sound controlled by the "r".

mple: porch

o	r	c	h	e	f	o
l	g	a	u	s	a	d
s	k	r	r	p	r	n
h	m	v	t	a	m	o
o	h	e	r	r	s	r
r	s	w	x	k	v	t
t	h	i	r	d	e	h
u	a	c	h	l	f	v
a	r	k	d	s	u	w
r	p	l	b	i	r	d

Root Words

Use the root words that your child already knows Print them with the word endings that will fit, such as: "ly," "y," "er," "est," "ed," "es," "s," and "ing." Have your child read the word and identify the root word (the word without the ending).

Some root words and endings you can use are:

go - es, ing	slow - s, er, est, ly
help - s, er	start - s, ed, ing, er
see - s	farm - s, er, ed, ing
box - es, ed, er, ing	last - s, ing, ed, ly
find - s, er, ing	long - s, ed, ing, er,
play - s, er, ing, ed	cook - s, ed, er, ing
work - s, er, ing, ed	quick - er, ly
like - s, ly, d	loud - er, est, ly
call - s, er, ed, ing	jump - s, ed, er, ing,
near - s, ed, ing, er, est, ly	

Let your child look through the newspaper or a magazine and circle all the words she can find that end in "er," "est," "ed," and "ing." Then help her find the root word in each word and read it with and without the ending. Later follow the same procedure by having her find and circle words with "s," "es," "ed," "ly," and "ing" endings.

s	ed	ing
ly	er	est

This game is played like the card game, "Fish". The only difference is that "books" will be made by collecting the four cards that have the same root word:

Make a card for each of the words listed below.

kind	quick	kick	jump	work	near
kinder	quicker	kicks	jumps	works	nearer
kindest	quickest	kicked	jumped	worked	nearest
kindly	quickly	kicking	jumping	working	nearly
slow	high	talk	fish	push	new
slower	higher	talks	fishes	pushes	newer
slowest	highest	talked	fished	pushed	newest
slowly	highly	talking	fishing	pushing	newly

Shuffle all the cards. Deal five cards to each player. The rest of the deck is placed in the middle of the table so that all the players can reach them. The first player calls for a card from the player on his left. (He asks for it by the root word, such as, "work.")

If the player on his left has the word "work," "works," "worked," or "working" he must give it to the caller. If he does not have it, the caller draws from the deck. The turn then goes to the next player. A "book" is made when all four cards of any root word are collected. The player with the most "books" he can read is the winner.

✹ DIRECTIONS: Read the sentence. Then choose the word that completes the sentence.

Mack likes to go _____ in the woods.

A. hunted
B. hunting
C. hunts
D. hunter

25

Root Words

s	ed	ing
ly	er	est

Make an arrow of heavy cardboard which will fasten with a brad to the center of a 12" circle or a paper plate.

Print the endings around the edge of the circle or paper plate: "er," "ly," "es," "ing," "est," "s."

The child is given ten cards with root words printed on them. (Use root words from the Root Word Ending List on the next page.) The child spins the dial. If it stops at "ed," the child looks to see what words she has that could be used with an "ed" ending.

FOR EXAMPLE: If the arrow stops at "ed," and the child has the base words "talk," and "work," she would put each one with the "ed" and say "talked," and "worked."

Make forty-six 2"X3" blank cards. Print words having "ing" on 10 cards, "est" on 10 cards, "ly" on 10 cards, and print the figure "8" on 6 cards.

Shuffle the cards. Two or more may play. Deal four cards to each player.

Place the rest of the deck in the center of the table. The player to the right of the "dealer" begins by placing any one of his cards face up on the table, reading it aloud. The second person must play a card with the same ending. If the player does not have a card with the same ending, he may play an "8" card. The he may call for another ending group to be played.

If he has no "8" card and cannot play a card from his hand, he may draw a card from the deck. If, after three times, he fails to draw an "8" card or a word card with the same ending, he must lose his turn and the next player may take his turn.

A player must read the card as he plays it. If he cannot read, or misreads the word, he must take the card back and lose his turn.

The winner is the first player to play all of his cards.

(Make word cards using words from the ROOT WORD ENDING LIST on the following page.)

Root Word

ing

eating
coloring
working
playing
doing
seeing
drifting
showing
fooling
jumping

ed

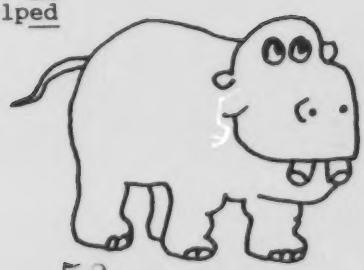
cleaned
cheered
called
walked
pressed
returned
dumped
dusted
rusted
helped

s

dreams
drinks
sits
works
plays
runs
jumps
moves
shoots
feeds

ly

warm
neat
slow
quic
smoo
swee
loud
hone
grea
swi



D ENDING LIST

es	s
glasses	balloons
watches	clouds
brushes	frogs
boxes	gardens
dishes	kites
foxes	nests
dresses	seeds
churches	worms
bushes	cakes
kisses	cookies

	er	est
ıly	darker	
ːly	faster	shortest
ɣly	slower	slowest
ːkly	sooner	fastest
ɒthly	sweeter	sweetest
ɛtly	quieter	sharpest
ːly	greater	smartest
ɛstly	taller	fullest
ɑtly	smaller	hardest
ːtly	shorter	softest
		greatest

Contractions

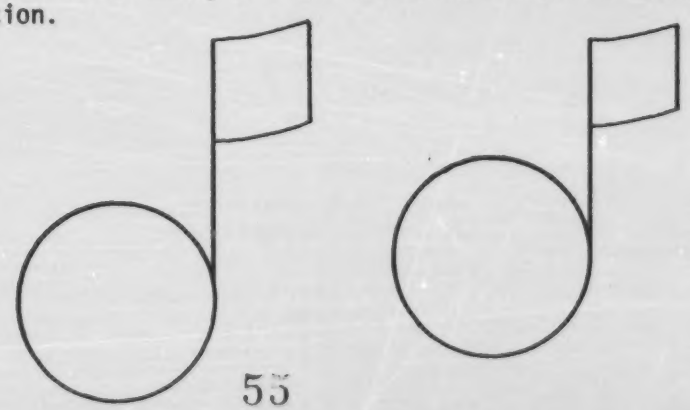
more then one letter omitted

Cover with tape the six sides of two used flash cubes. On each side write the words which make up a contraction. Roll one of the cubes. Ask your child to say the two words on the cube and give the contraction for them. Then have her give the correct spelling of the contraction. (Select 12 of the word pairs on the next page to write on the cubes.)

As you and your child watch a television program or listen to the radio, notice the contractions that you hear. Help your child repeat the contraction and decide which two words (such as "will not" for "won't") were shortened to make the contraction. It would be good to put the contractions on a piece of paper as you hear them. Then you can help your child read them as you talk.

Have your child read you a short story for at least five minutes. As you listen, make a list of every contraction or every word pair that could be contracted. At the end of the story, ask your child to tell you the word pair for each contraction or the contraction for each word pair.

Have your child make a list of popular songs that have contractions in their titles. Have him rewrite each title using the two words that make the contraction.



Have your child circle contractions in the newspaper or a magazine. Then have her tell you which words were used to make the contractions.

To play this game you will need small cards. Write a contraction on one card, and then make separate cards for each of the two words that make up that contraction. Do this for the contractions listed in the answer key. Place the words face down on the table and then follow the regular rules of "Concentration" except that instead of turning up two cards, the player turns up three cards. The object of the game is to try to turn up the contraction. If the person is successful in doing so, he gets to keep all three cards. If not, the cards are turned face down again and the next person gets a turn.

she'd	she	would

✹ DIRECTIONS: Look at the word in the box. What is another way to write the word?

I'd

A. I would
B. I said
C. I did
D. I led

DIRECTIONS: Circle the correct contraction for the first two words in each line.

EXAMPLE:	we will	(we'll)	wew'll	we'ill
1.	she will	shew'll	she'll	she'ill
2.	they would	they'ld	theyw'd	they'd
3.	we have	we've	we'v	we'he
4.	I will	I'll	Iw'll	I'w
5.	he would	he'ld	he'd	hew'd
6.	you have	you'e	you'ae	you've
7.	they will	they'ill	they'll	they'l
8.	we would	we'd	we'ld	we'oud
9.	I had	Ih'd	I'ad	I'd
10.	will not	willn't	won't	will't
11.	you would	you'ld	youw'd	you'd
12.	they have	they've	they'e	theyv'e
13.	I have	I'e	I've	I'ave
14.	who would	whow'd	who'd	who'ld
15.	he will	he'll	he'ill	hew'll
16.	cannot	cann't	can't	can'ot

29

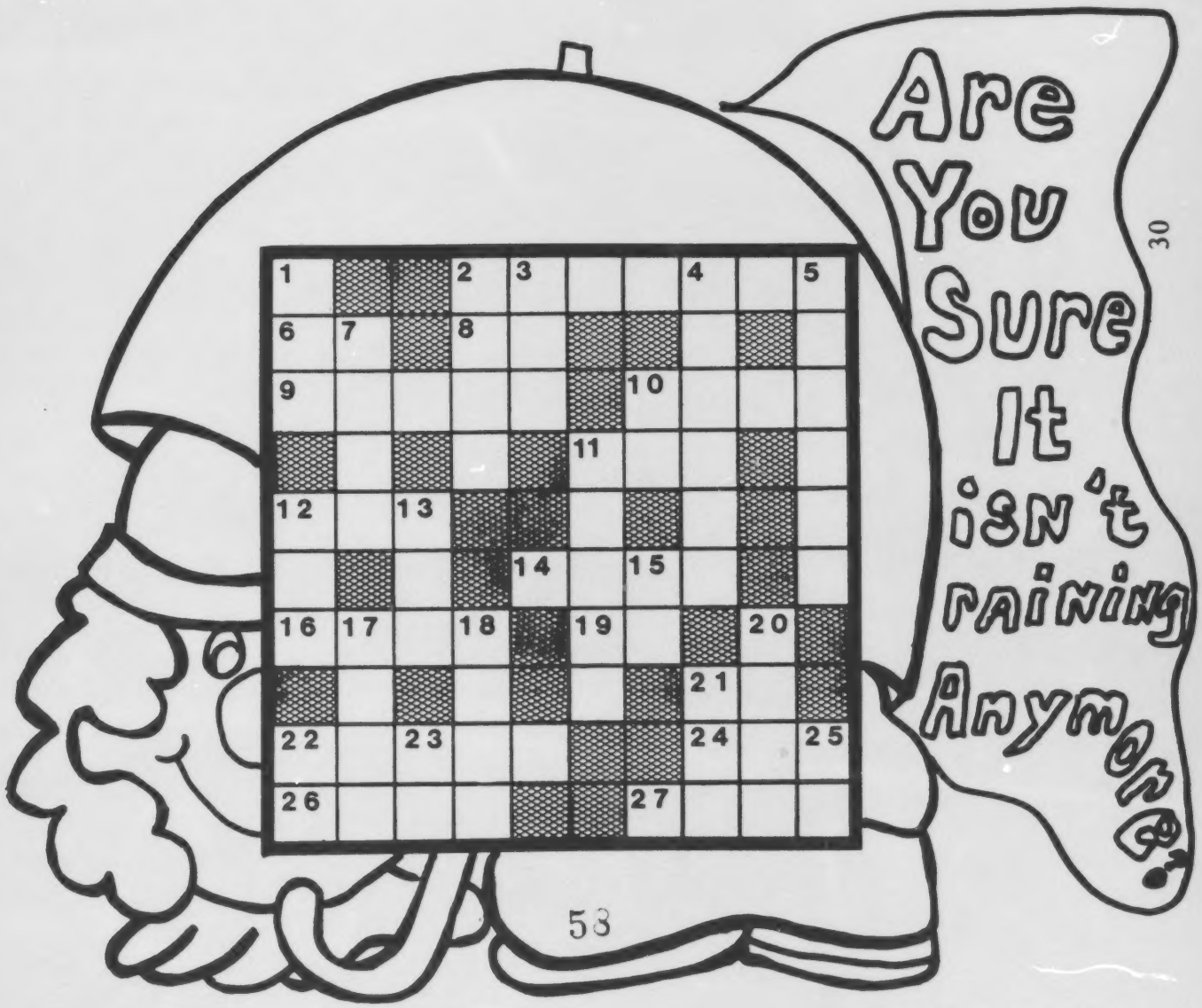
In this puzzle there are 16 words that must be joined together to make a smaller word called a contraction. These words are starred (☆).

ACROSS

☆ 2. He **would not** cross the river.
6. Advertisement (abbreviation).
8. Eastern Network (abbreviation).
☆ 9. **You are** a good pal.
☆10. **We have** a lot of homework
☆11. **He is** my best friend.
☆12. **It is** too late!
☆14. It **is not** raining anymore.
☆16. **Let us** hurry before it snows.
19. Opposite of yes.
☆21. **I am** sorry.
22. A clam lives in one.
24. Very Important Person (abbreviation).
☆26. I **will not** tell a lie.
27. Animals kept in the home.

DOWN

1. Opposite of night.
☆ 2. **We are** going out tonight.
3. First number.
☆ 4. My dog **does not** like cats.
☆ 5. **There is** snow on the ground.
☆ 7. **Do not** be late.
10. We'll is a contraction for ____ will.
☆11. The bell **has not** rung yet.
☆12. **I will** wait for you.
13. Past tense of sit
15. Same as 19 across.
17. A bounced-back sound.
18. Opposite of pepper.
20. To leave out.
☆21. **I have** a toothache.
22. Opposite of North East (abbreviation).
23. Same as 8 across.
25. Public Speaker (abbreviation).



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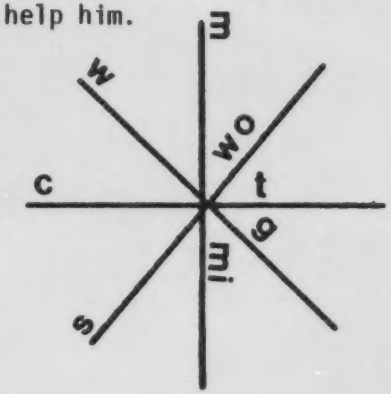
Irregular Plurals

The plurals of a few nouns are formed in irregular ways. EXAMPLE:

foot - feet
ox - oxen

Have your child write the correct plurals of these words on the arms of the star. The first letters should help him.

wife
man
shelf
woman
mouse
tooth
goose
child



Have your child write the plural forms of the words listed below. Then have her make up sentences using both the singular and the plural form of each word.

1. wolf
2. radio
3. thief
4. rodeo
5. potato
6. leaf
7. piano
8. zero
9. life
10. tomato

Can your child find the mistakes in the story below? Cross out the words that are wrong. Then put the right words above them.

Last May I went to India to find the Popcorn Flower. I had read shelfs of books about the leafs of the hard-to-find plant. Many people had spent their lifes looking for the plant. If I found it, I would be rich.

A guide took me to the Popcorn Flower. There was a huge snake lying on the ground. I took the guide's scarfs and threw them over the snake's head. I rushed to the plant and, using two knifes, pulled it from the ground.

I soon was a rich man and married a beautiful woman. She was the best of wifes, and I was the happiest of all man.

DIRECTIONS: Find the plural of the word in the box.

calf

A. calfs
B. calves
C. calfes
D. calfves

PLURAL DECISIONS

To solve the puzzle and find the hidden word, mark T (for True) or F (for False) beside each sentence below. If the sentence is True, color the puzzle spaces indicated. (For example, if sentence #1 is True, color all the #1 spaces in the puzzle.)

_____ 1. To make the word man mean more than one, change man to men.

_____ 2. To make the word mouse mean more than one, change mouse to mice.

_____ 3. To make the word boy mean more than one, change the y to i and add es.

_____ 4. To make the word knife mean more than one, change fe to v and add es.

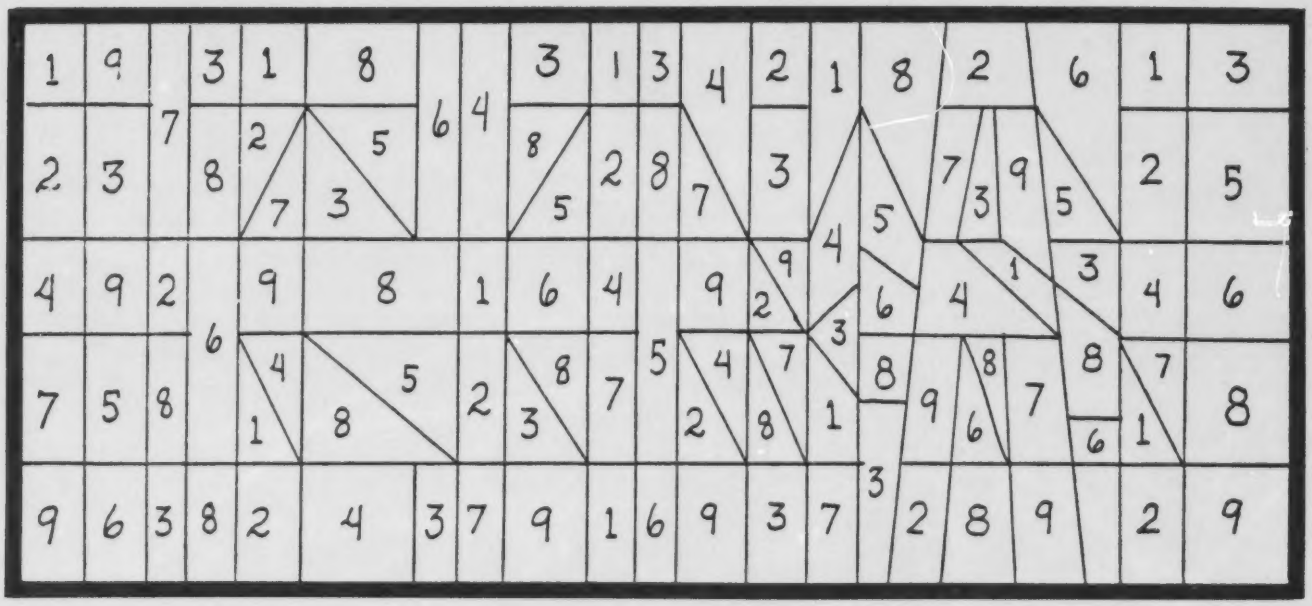
_____ 5. To make the word goose mean more than one, change goose to gice.

_____ 6. To make the word scarf mean more than one, add s.

_____ 7. To make the word leaf mean more than one, change the f to v and add es.

_____ 8. To make the word tooth mean more than one, add es.

_____ 9. To make the word ox mean more than one change ox to oxen.



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Now, write the plural form of each of the following words:

monkey bird party porch tax noun life

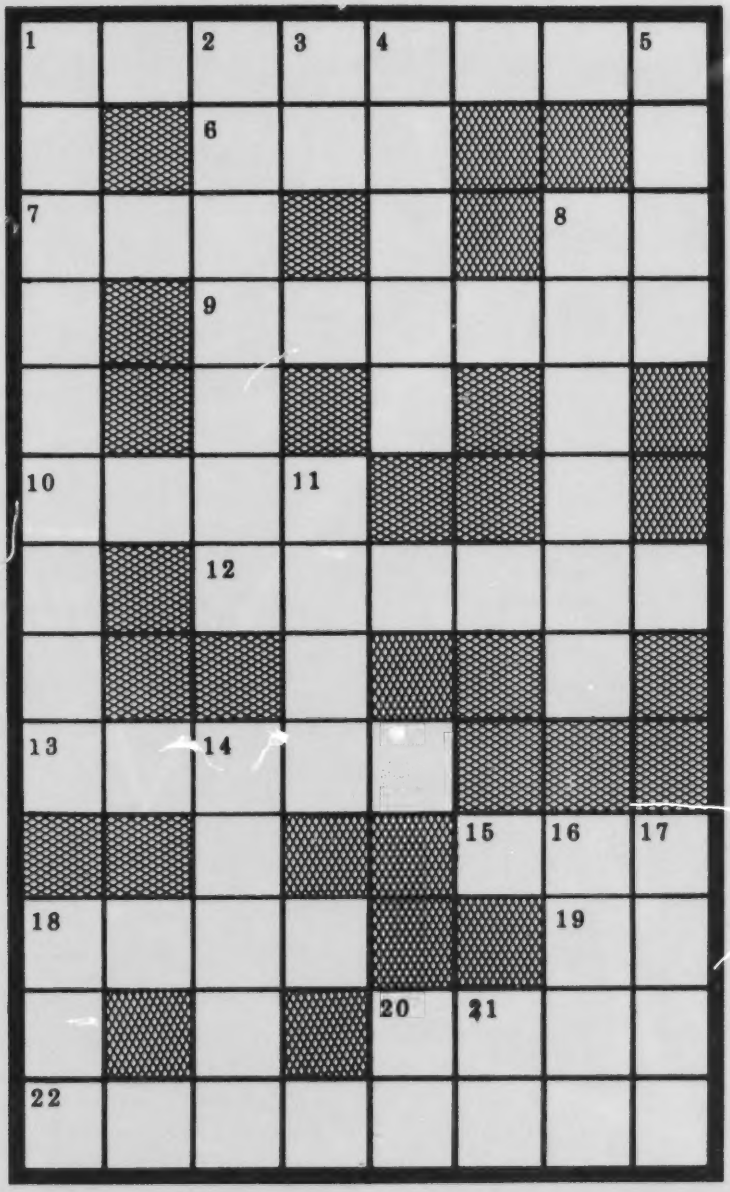
Irregular Plurals

ACROSS

1. Eat them in salads
6. Another way to write 1
7. Rhymes with not
8. First two letters in zap
9. More than one hero
10. Kids like to play in it
12. The plural of sense
13. Another name for chairs
15. A friend
18. They're on the end of feet
19. Abbreviation for North East
20. Places to stay on a trip
22. They are good baked or fried

DOWN

1. Big winds
2. You and your friends have them
3. That is _____ apple.
4. They come from your e
5. Ships sail on them
8. A lot of nothings
11. Use it in the woods
14. Contraction for are n
16. Girl's name
17. Not more, but _____
18. Opposite of bottom
20. Not he or she
21. Opposite of yes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Possessives - Singular and Plu

To help your child realize that an apostrophe can be used to show ownership, point out possessive words as you are reading. Tell your child that the apostrophe can show what somebody owns or has. Ask him what the person or thing possesses in each one of the examples you use with her. You can also develop this skill by giving your child a word with an apostrophe such as "dog's." Have her make a sentence showing what the dog owns or has.

EXAMPLE: The dog's flea collar fell off his neck.

More than one person or thing can also have ownership. You can give your child a word such as "cats'" and let her make a sentence showing what the cats own.

EXAMPLE: The cats' food is on the steps.

Have your child write labels for things in the house using the apostrophe to show ownership.

FOR EXAMPLE:

Mary's coat.
The Smith's piano.
The girls' room.
The children's toys.
boxes'covers

Have your child circle sentences in magazines or newspapers which have words using the apostrophe to show ownership.

EXAMPLE:

ral

Give your child a bag of objects (toys, school supplies, clothing, jewelry, etc.) that belong to people in your family. Say, "These things belong to different people in our family." Then ask a question, such as, "May I have Cheryl's earring?" Your child should find an earring in the bag, hand it to you, and say, "Here is Cheryl's earring." Print "Cheryl's earring" on a piece of paper and point out that the 's after Cheryl shows that the earring belongs to her.

Display ten possessive word cards on the table. Give your child the ten noun cards. Ask him to find the matching possessive words. When he finds a match, ask him to say a sentence that uses the possessive form. Use the following words to make the 20 flash cards needed for this activity:

nouns	possessives	nouns	possessives
bird	bird's	Earl	Earl's
pony	pony's	Rachel	Rachel's
turtle	turtle's	Mr. Scott	Mr. Scott's
foxes	foxes'	girls	girls'
Jones	Jones'	children	children's

DIRECTIONS: Read the sentences. Choose the word that is missing in the second sentence.

The football belongs to the girl.
It is the _____football.

A. girles

B. girls

C. girl's

D. girls'

DIRECTIONS:

Circle the correct word to finish the sentence.

1. That _____ bark is not half as bad as his bite.

   a. dogs b. dogs' c. dog's

2. The _____ coats are in the closet.

   a. mens b. mens' c. men's

3. The _____ hair was orange.

   a. woman's b. womans' c. womans

4. My _____ boyfriends are taking them to the show.

   a. sisters' b. sisters c. sister's

5. A _____ mane needs to be brushed often.

   a. horses b. horse's c. horses'

6. The _____ cars were waiting in the parking lot.

   a. mother's b. mothers' c. mother

7. _____ cat ran up the tree and wouldn't come down.

   a. Mike b. Mikes' c. Mike's

8. The four _____ purrs were beginning to bother me.

   a. kittens b. kittens' c. kitten's

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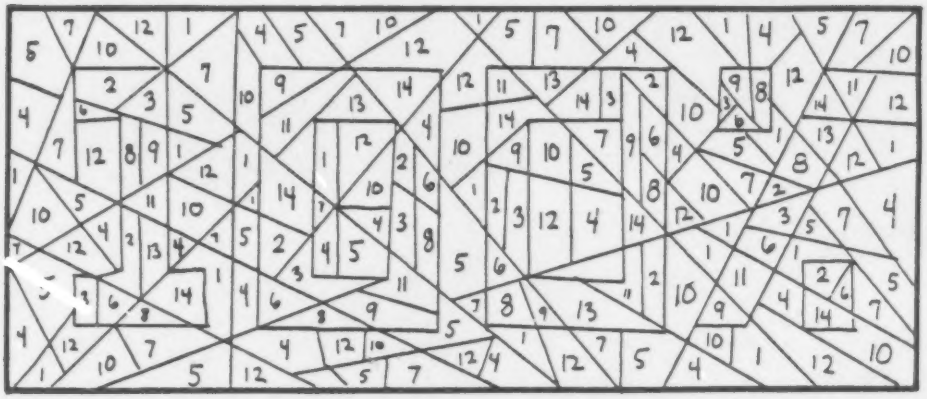
POSITIVELY POSSESSIVES

Read the following sentences. If a sentence has a word containing an apostrophe to show possession, color in the spaces in the picture that have that sentence number. (Example: If sentence #1 contains a word with an apostrophe to show possession, color in the #1 spaces.)



1. Matthew's day started off badly.
2. First, he couldn't find his shoes.
3. Then he remembered that he didn't do his homework.
4. His mother's car was broken, so he had to walk to school.
5. When he finally got to class, his teacher's question was , "Why are you so late?"
6. Matthew answered sadly, "I'm sorry, but everything just went wrong this morning."
7. Matthew started to do his classwork, but his pencil's point broke.
8. "I can't stand this much longer," thought Matthew.
9. "Never mind," whispered his friend April, "here's another one for you."
10. When test time came, Matthew's teacher handed out the papers.
11. Matthew groaned, "I'll never be able to answer all these questions!"
12. When he finished, he handed in his paper and watched the teacher's red pen move across the page.
13. "Good for you, Matthew," said his teacher at last, "you've made 100%!"
14. Mattnew grinned and said, "Wow! Hasn't this day improved!"

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Prefixes

a	be	un	re	dis

Discuss the fact with your child that many times people change a hairdo or some feature that makes them look different. They may not be recognized at first, but after looking carefully they will be recognized. Tell your child this can happen with some words. Sometimes there is a beginning or an ending added to the word that makes it look different, but if one looks carefully at the word and identifies what makes it look different (prefix, suffix), one may be able to recognize it. Provide practice by having your child find words in his magazine or books that have a prefix, such as: a, be, un, re, dis, (or a suffix such as: er, ly, ful, less, ness, est).

Give your child a list of root words:

even, run, view, prove, write, live, hold, sleep, come, friend, afraid, call, part, play, cover, little, like, appear

Also give your child a list of prefixes:

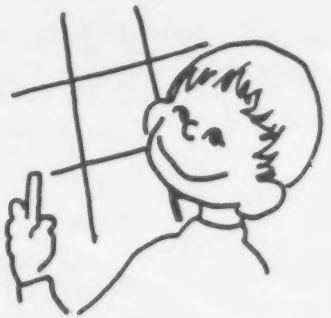
dis, a , re, un, be

Your child may then use both lists to see how many words he can write and read. Together you and your child can make up sentences using the words.

Have your child choose a short paragraph from a newspaper or magazine, cut it out and paste it to a piece of paper. She is then told that there is a general disappearance of all prefixes. She must rewrite the paragraph, substituting other words for all words having prefixes.

In the corner of each space on a Tic-Tac-Toe board, write a prefix: dis, a, re, un. Play by adding a root word to the prefix to make a complete word.

Each player should write with a different color. As in Tic-Tac-Toe, the winner is the person who makes three words in a row.



DIRECTIONS: Read the sentence in the box. Then choose the best answer for the question.

He was <u>dishonest</u> when he played the game.

What is the meaning of <u>dishonest</u>?

A. was honest

B. was not liked

C. was not honest

D. was not fair

Ask your child to read the puzzle going across, and not up and down. Ask her to read the definition and add the correct prefix.

1. to do again
2. to be different
3. to tell again
4. to not like
5. to be sad
6. to view again
7. to not get along

			1		d	o
	2		l	i	k	e
	3		t	e	l	l
4			l	i	k	e
5		h	a	p	p	y
	6		v	i	e	w
7		a	g	r	e	e

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Have your child match a prefix with a root word where possible and write the word in the space where the prefix and the root word meet. Example: recover

Prefix / Root Word	a-	re-	un-	be-	dis-
1. like					
2. order					
3. happy					
4. cover		recover			
5. little					
6. even					
7. place					

Prefixes

DIRECTIONS: Use the cards on this page to play the Louisiana Trails game on the next page.

Cut the cards apart and place them in a stack with the stars facing downward.

Ask your child to take the first card and say the root word. Then he should say the same word with the prefix added. Next, he checks the back of the card to see if he added the correct prefix.

If he is correct, he moves to the next square on the board that has that prefix. If incorrect, he stays where he is.

Your child continues to play until he reaches the "home stretch."

lock
pack
fair
clear
even
happy
button
lucky

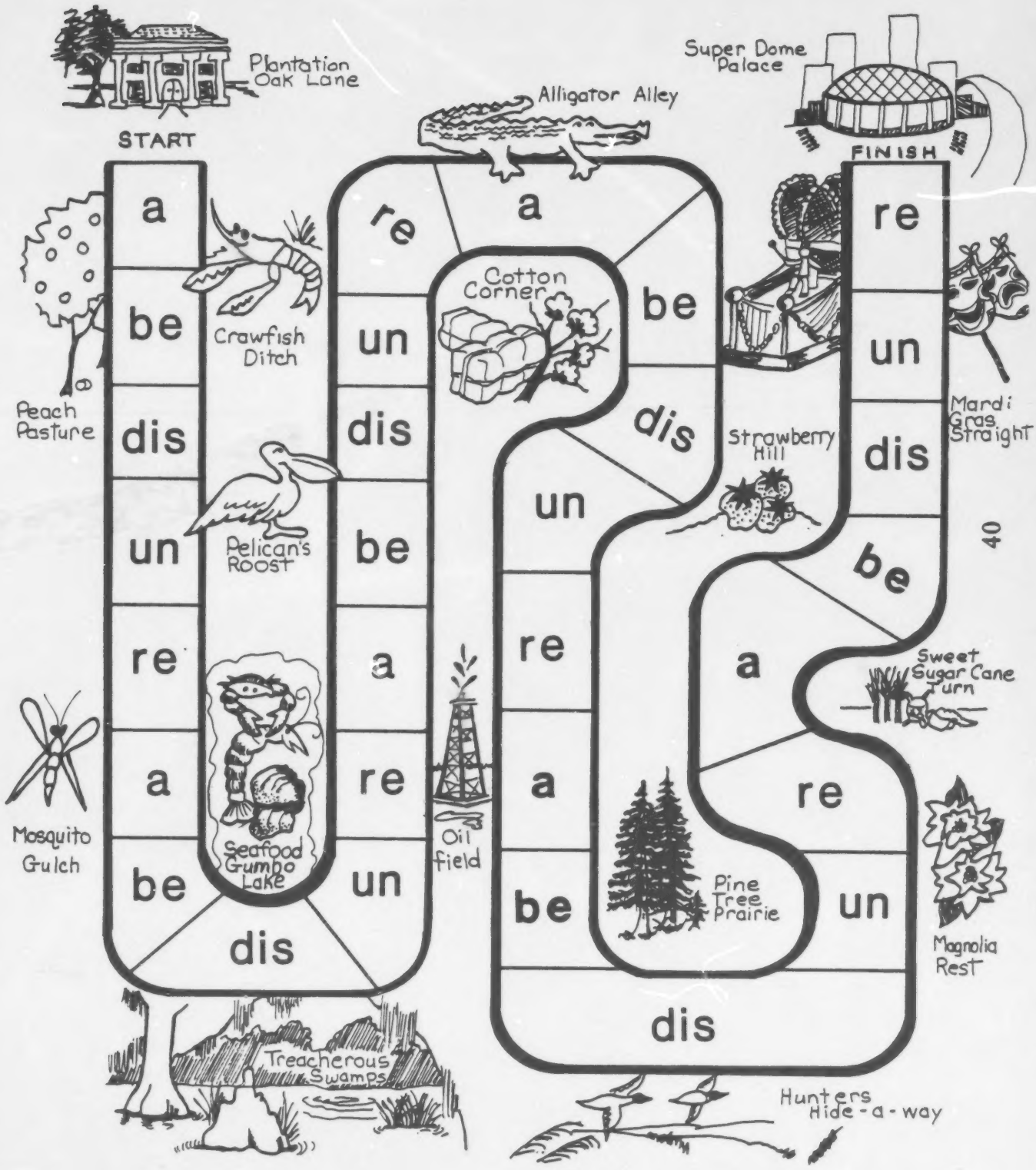
a	be	un	re	dis

own	told	part
cover	plant	broad
please	turn	like
agree	trace	wake
trust	print	head
appear	pay	little
obey	join	hold
appoint	call	friend

a ☆	re ☆	dis ☆	un ☆
a ☆	re ☆	dis ☆	un ☆
a ☆	re ☆	dis ☆	un ☆
a ☆	re ☆	dis ☆	un ☆
be ☆	re ☆	dis ☆	un ☆
be ☆	re ☆	dis ☆	un ☆
be ☆	re ☆	dis ☆	un ☆
be ☆	re ☆	dis ☆	un ☆

39a

Louisiana Trails



Suffixes

ly	er	est
ful	less	ness

A suffix is a word part added to the end of a root word. Have your child use what he knows about suffixes to fill in the blanks.

1. Cloudless means without clouds. Careless means without care. A less at the end of a word means _____.

   (a) without (b) with (c) more

2. Careful means full of care. Mouthful means a mouth that is full. A ful at the end of a word means to be _____ with.

   (a) not (b) filled (c) without

3. Illness means being ill. Happiness means being happy. Silliness means _____ silly.

   (a) being (b) not (c) went

4. Slowly means in a slow way. Quickly means in a quick manner of way. Softly means in a soft _____.

   (a) rock (b) hill (c) way

5. Sicker means more sick than before. Lighter means more light than another. An er at the end of a word means _____ than before or another.

   (a) most (b) more (c) less

6. Cleanest means the most clean. Tightest means the most tight. Loudest means the _____ loud compared to all others.

   (a) most (b) more (c) less

Have your child combine these root words and suffixes to make as many real words as she can. Then use each word in a sentence.

cheer	sweet	care	fast	clean
-ness	-less	-est	-ful	-er

Have your child collect words (from newspapers, magazines, cereal boxes, labels) which have suffixes. Collections may be taped on refrigerator door, closet doors, etc.

Say a word with a suffix, such as spoonful, and ask your child to say the root word (spoon). Sample words: handful (hand), coldly (cold), taller (tall), dullest (dull), pointless (point), illness (ill).

DIRECTIONS: Read the sentence in the box. Then choose the best answer for the question.

> My grandmother has many sleepless nights.

What is the meaning of sleepless?

A. full of sleep

B. way to sleep

C. more sleep

D. without sleep

Suffixes

Each group of three words below will combine with a suf
Choose a suffix from the list and write it on the short
new words on the other lines.

ly	less
er	ness

1. fast loud smart

_____er_____

faster _____ _____

_____

3. father hope tooth

_____

_____ _____

_____

5. clean deep long

_____

_____ _____

_____

ly	er	est
ful	less	ness

fix to make three new words.
line. Then write the three

est
ful

2. mouth care watch

_____

_____ _____

_____

4. soft eager bright

_____

_____ _____

_____

6. soft sad quiet

_____

_____ _____

_____

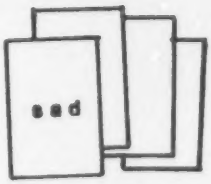
Suffixes

This rummy card game requires 32 blank cards. You can either cut 3"x5" index cards in half or cut heavy paper into cards that are about 2½"x3" in size. After you have made the cards, write suffixes on 16 of them and root words on 16 of them. You may use the words listed below.

Suffixes	less	(on four cards)
	ness	(on four cards)
	ful	(on four cards)
	ly	(on four cards)

Root Words (one word to a card)	pain	help	hope	fruit
	kind	glad	blind	sick
	thank	rest	fear	harm
	weak	thick	sweet	sad

Deal out the 16 root word cards to the players (up to four people). Place the suffix cards face down in a pile in the center of the table. The first player draws a suffix card. If he can add the suffix to one of the words in his hand, he lays his "pair" down. If the player cannot, he puts the suffix back under the pile from which it was drawn. The next player gets a turn. The first person to lay down four "pairs" wins.



ly	er	est
ful	less	ness

Add the suffixes "ful" and "less" to the root word on the right to complete each sentence.

1. One who looks before crossing the street is _____. **care**
   One who does not is _____.

2. The pretty flowers made the bush very _____. **color**
   Without the flowers, it would be _____.

3. To think only of oneself is _____. **thought**
   To think of other people is _____.

4. If something is of no help, it is _____. **use**
   If something is a lot of help, it is _____.

5. One who is very sad is _____. **joy**
   One who is very happy is _____.

6. The brave policeman is _____. **fear**
   The small child who is lost in the woods is _____.

Story Details

You or your child can write five details, each on a small card or strips of paper. (You can make up your own details or use the details listed below.) Place the five cards in an envelope. Ask your child to place the detail cards face-up on the table. Let her study the cards for a short while and then have her close her eyes. Remove one card. Your child then opens her eyes, re-reads the remaining detail cards and tries to tell the missing detail. If she is correct, she gets one point. The game can be continued by removing a different detail card from the original five cards, or by making five new cards.

EXAMPLES:

a green shirt	a white cloud
a yellow sweater	a blue belt
a purple shirt	a pink flower
a red book	a black rock
a brown bag	a green sticker

Have your child read the sentences below. Then have him underline the words in the sentence that answer the question.

1. Lori ate some pizza. (What did Lori eat?)
2. John went to the store for mother. (Where did John go?)
3. Beth went to bed at six. (When did Beth go to bed?)
4. Liz stood next to Joan. (Where did Liz stand?)
5. Lynn and Mark went to see Star Wars. (Who went to the movie?)

Use a TV Guide from a Sunday newspaper to help your child identify details. For example, you could ask:

a. What show is offered on Channel 7 at 4 o'clock on Wednesday afternoon?
b. What sports events are offered this Sunday?
c. Select three programs you would like to watch during the week.
d. What shows are featured at 7 o'clock each night?

In the paragraph below, write the missing details.

The front stairs to the rickety porch of the old house were _____ and _____. My _____ on the old boards made a _____noise that sent _____ up my spine. My friend Stacy said the house was_____. But I refused to believe her. I was going to show her that I was not _____ of _____. When I pushed the front door _____ there was a loud _____from somewhere in the house. I jumped straight _____in the air and _____ away from that _____ house.

✱DIRECTIONS: Read the sentence in the box and choose the best answer to the question.

Tom found Fluffy and her four kittens next to some bales of hay.

How many kittens did Fluffy have?

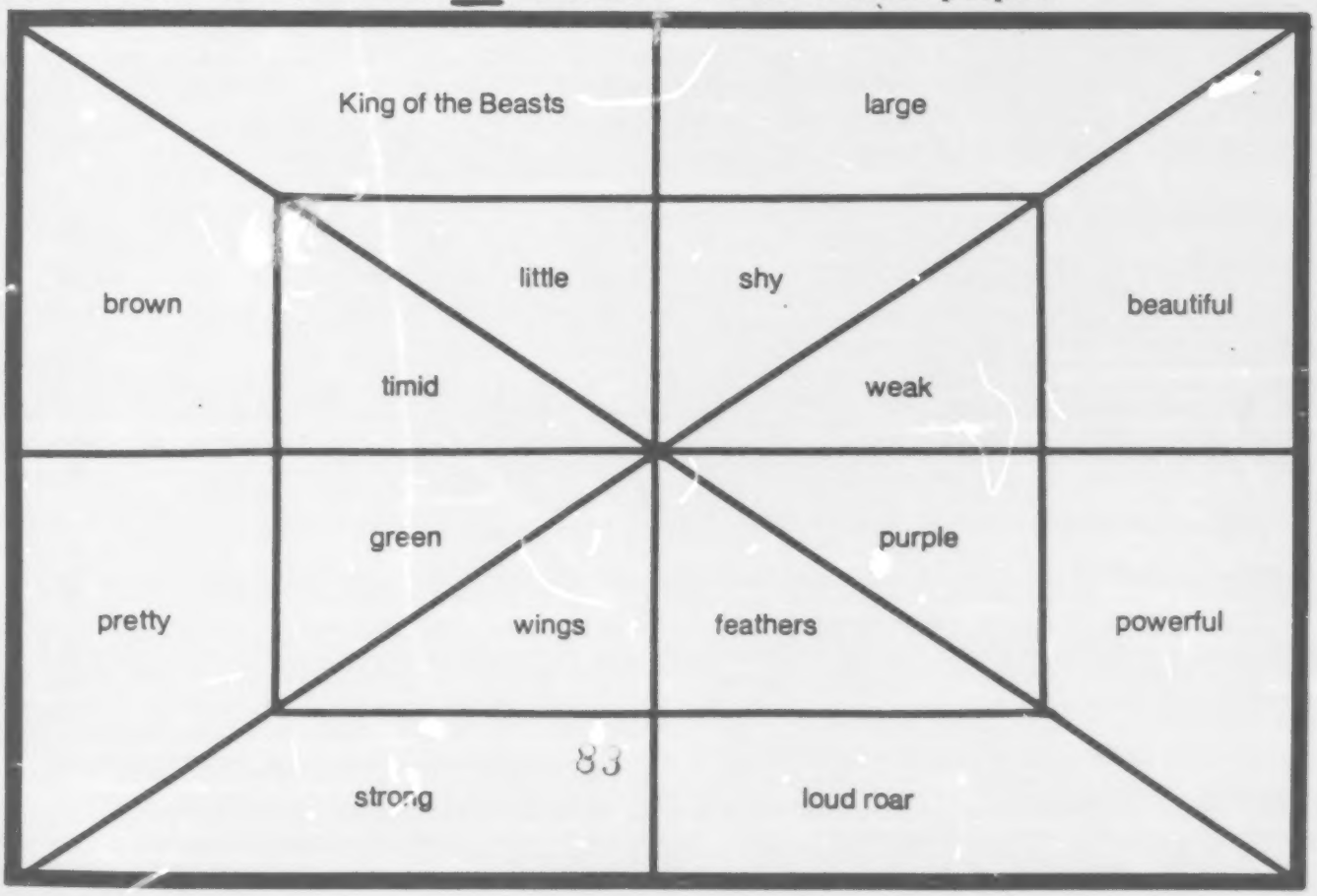
A. three
B. two
C. four
D. five

LIONS

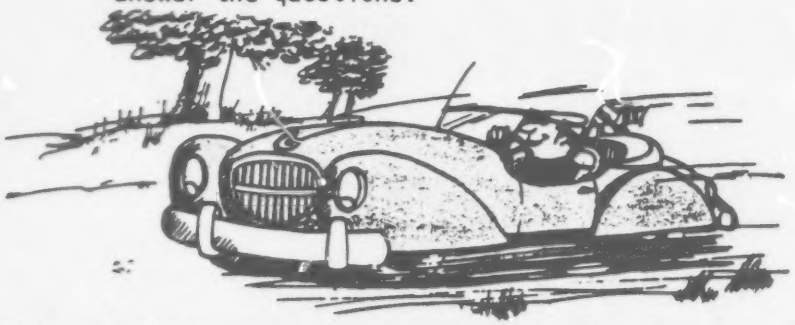
The name "King of the Beasts" is a good name for the lion. Lions are large, strong, pretty cats that live in Africa. The lion's brown color makes it hard to see when it is among brown rocks and tall grass. The lion's roar is very loud.

1. Circle the word in the story that tells where lions live.
2. What two words in the story describe the lion's roar? _____
3. What did the story say is another name for lions? _____
4. Where do lions hide? _____ and _____

Areas with a word that describes a lion are colored yellow.
Areas with a word that does <u>not</u> describe a lion are colored purple.



DIRECTIONS: Read the ad below. Then use the details in the ad to answer the questions.



The Speedy is the newest sports car from Detroit. A shiny new Speedy costs only thirteen thousand dollars. Leather seats and white sidewalls are extra. You must buy one. The Speedy has the sleek shape and the powerful motor of a speedster, so that's why we named it Speedy. Just think how much your neighbors will envy you as you drive by in your very own Speedy. The Speedy is good on gas, too. It gets up to twenty-seven miles to the gallon. Why settle for less? Test drive a Speedy today!

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1. What city does the Speedy come from? _____
2. How much does a shiny new Speedy cost? _____
3. What things are not included in the price? _____

_____

4. Why was the car named Speedy? _____

_____

5. Who will envy you as you drive in your very own Speedy? _____

_____

6. How many miles to a gallon does the Speedy get? _____

Topic Sentences

Ask your child to read a paragraph of at least four sentences to you. Then ask him to point to the most important sentence in the paragraph. This sentence will summarize all other sentences and will be the topic sentence.

Tell your child to read three comic strips in the newspaper and write the main idea of each.

If you enter the room while your child is watching a television program or reading a book, ask her what it is about. Your child will probably want to respond quickly. Thus, you will be providing an opportunity for her to identify the main idea. She will see the need to tell you about the story or paragraph in as few words as possible.

DIRECTIONS: Read each paragraph. Then choose the best answer for the question that follows.

I. (1) The football game was especially good today. (2) Our team scored four touchdowns and the other team scored three. (3) It was so exciting that no one left until the last second played out. (4) I yelled so much that my voice was hoarse.

What is the topic sentence of the paragraph?
A. 1 B. 2 C. 3 D. 4

II. (1) Our new car is the most beautiful one that we have ever owned. (2) It is a four-door station wagon and is large enough for our entire family to be comfortable in. (3) The car is fully automatic and has air conditioning. (4) I hope we keep our new car for a long time.

What is the topic sentence of the paragraph?
A. 1 B. 2 C. 3 D. 4

III. (1) When the wilderness was first being settled, pioneers had to be watchful for Indian attacks. (2) Wild animals were also a threat to their safety. (3) They had to be on guard even when plowing and working in the fields. (4) The early pioneers had a very difficult life.

What is the topic sentence of the paragraph?
A. 1 B. 2 C. 3 D. 4

Underline the topic sentence in each paragraph.

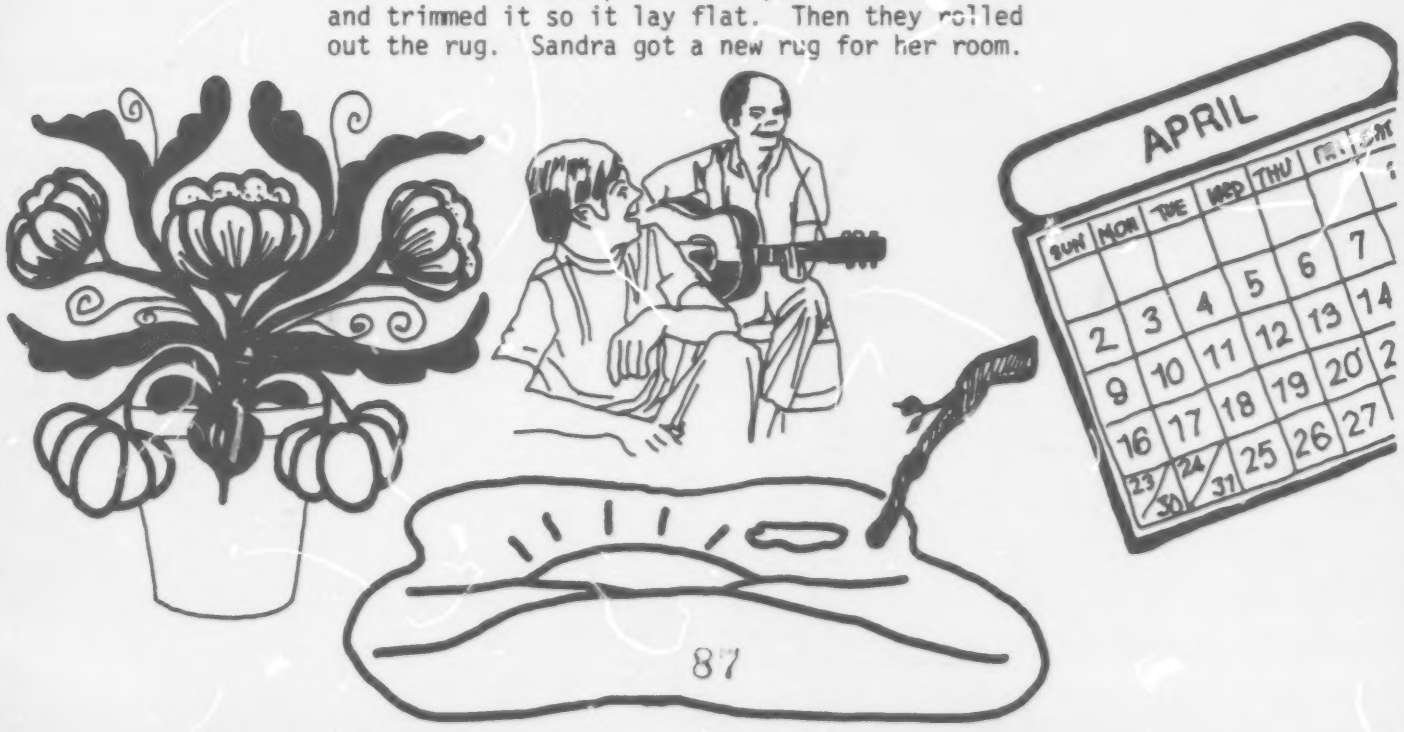
1. Mr. Clay uses colored sand to make sand pictures. First he rakes a patch of dirt until it is smooth. Next he draws a picture with a stick on the dirt. Then he very carefully pours the sand one color at a time onto the picture.

2. Mrs. Yoko placed leaves and red and yellow flowers on the outspread newspapers. She put a ball of wire in the bowl. Then she fixed the stems of the leaves and flowers one at a time into the ball of wire. Mrs. Yoko arranged the flower bowl.

3. Charlie played the trombone, Beth played drums, and Father played the piano. On Sunday evenings the family always played music together. They enjoyed the evening. Mother liked to listen. Sometimes she would sing.

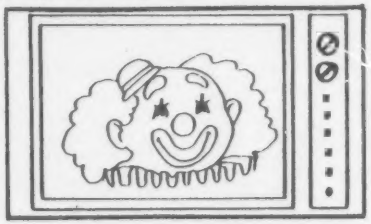
4. Everyone in our family was born in April. My dad's birthday is April 20, and my mother's birthday is April 13. My sister Elaine was born on April 6, and my birthday is April 21. Even our dog was born in April. It was born on either April 6 or 7.

5. The rug and pad were carried up to Sandra's room. The workers placed the pad on the floor and trimmed it so it lay flat. Then they rolled out the rug. Sandra got a new rug for her room.



Predicting Outcomes

Tell your child that, when we try to figure out what will happen in the future, we think about what has already happened. We can guess what people might do in the future by thinking about their habits and the kind of people they are.



After watching the first half of a TV program, have your child tell what she thinks will happen in the second half.

Ask your child to cut out an action picture from a magazine and make up a story to explain what events led up to the event shown in the picture.

Begin to read aloud a story that your child has not heard. When you reach an exciting part, close the book. Ask her to tell what will happen next and to give reasons for that prediction. Then continue reading. If the story is different from the prediction, discuss why.

Have your child read the story below. Then have him write what he thinks will happen next.

The gang was doing their usual Saturday thing. They were exploring and complaining that they had no special place of their own. They were all "victims" of older brothers and sisters. Manny had just suggested a spot near the museum when the others grabbed his arm. "Let's short-cut through the junk yard!" one of them urged. So they picked their way through the rotted car bodies and took turns pretending to drive the ones that still had steering wheels. Suddenly, Manny stood beside the tireless body of an old school bus. They all stood with Manny and stared. _____

_____

_____

_____

✺ DIRECTIONS: Read the story. Then choose the best answer for the question.

Tommy liked to play tricks. He had toy animals that looked very real. He put a toy spider on Mr. Samson's desk. Then he hid and watched.

Mr. Samson sat down at his desk. He saw the spider and jumped away.

What did Tommy do next?

A. He came out of hiding and told Mr. Samson it was a joke.
B. He told Mr. Samson to call the fire fighters from the city.
C. He killed the spider.
D. The spider crawled back to its web.

What May Happen Next?

For each paragraph write the number of the sentence which tells what could have come next. You may write more than one number on a line.

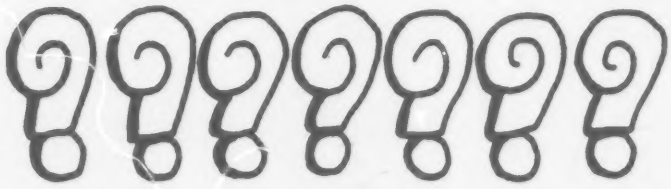
A. Four-year-old Jane had lost her mother in a large store. A man saw her crying. _____

B. Jeff forgot his lunch money one day. When he got to school, he remembered that his money was at home. _____

C. Jeff had some new shoes. When Jeff went out to play, he put on his new shoes. It began to rain. _____

D. Tip, the dog, did not like baths. He hid when someone said the word bath. Today it was Jane's turn to give Tip a bath. She called Tip, but he didn't come. _____

E. The car would not start. If Jeff waited, he would be late for school. _____



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1. Jeff said, "If I start now, I can walk and get there in time."
2. The man said, "Don't cry. We always find children's mothers for them."
3. Jeff told his friend Bob, and Bob gave Jeff part of his lunch.
4. Jeff took his shoes off and walked home without any.
5. Tip decided to hide from Jane.
6. Jeff said, "I'll see if Bill has gone. I'll ride with him."
7. Jeff waited at his friend's house until it stopped raining.
8. Jeff said, "That's OK. I can ride my bicycle this time."
9. Tip knew it was time for a bath, and he ran to the house next door.

WHAT COMES NEXT?

1

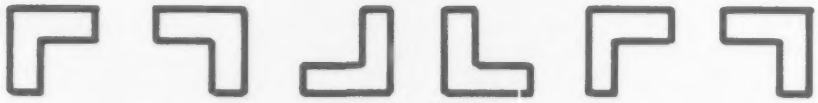
2

3 XXO XXO X

4 L M N O P Q R S

5

6 PxA PxB PxC PxD PxE

7 

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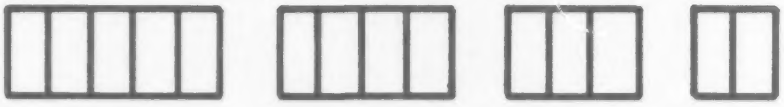
9 

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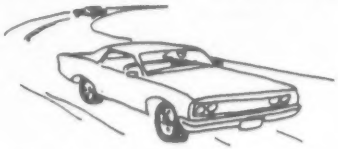
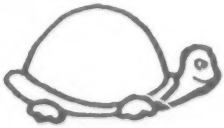
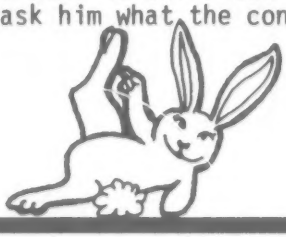
Drawing Conclusions

As you are riding in the car, say a list of words that are related, along with one that does not belong. For example, apple, orange, tree, and banana. Ask your child which one is the "odd ball" and why it does not belong with the others. This activity will help your child draw conclusions.

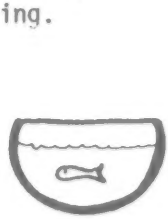


Most children love to hear fables because they are brief, but full of adventures. All fables require the reader to draw a conclusion. Read some fables to your child and ask him what the conclusion or moral is.

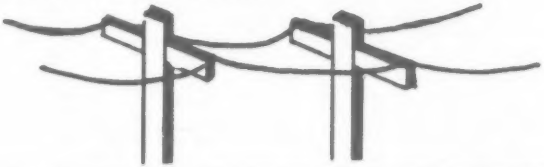




Look through a magazine with your child and find a picture of a barn, tree, pond, doghouse, fishbowl, house. Say: "This would be a good home for an animal. What kind of animal could live here?" You can do this same type of activity using pictures of food or clothing.



Describe something about a person, place, or thing. After doing so, see if your child can tell you what you have described. For example, you might say, "I am tall, I have wires, and men climb me. What am I?" To respond your child must put the clues together and draw a conclusion.



You can help your child practice drawing conclusions by asking questions, such as these:

"If you were near a pond, what might you see?"
(Child could answer: duck, tall grass, water)

"What might you hear?"
(Child could answer: frogs croaking, ducks quacking)

Give your child a series of numbers and ask her which one is missing. Make sure the numbers follow some logical order so your child can draw a conclusion about the missing numbers. For example, you might say, "two, four, eight, ten, twelve," or "one, three, five, nine, eleven," and ask your child for the missing numbers.

Drawing Conclusions

Let your child read these two paragraphs and choose the

1. Kay was visiting her grandmother for the first time. She wanted to go to the park by herself. Finally her grandmother said, "All right. You can go. But you must be sure to put my address and phone number in your pocket."

Why did Kay's grandmother say that?

A. She was afraid Kay might get lost.
B. She was afraid that Kay would lose her coat.
C. She wanted Kay to send her a card.
D. She hoped Kay would call her soon.

2. Ry an hi mo

Talk with your child about the way things were when you were his age, and he will see how quickly things change. He may want to ask you these questions:

A. What was your favorite television program when you were ten years old?
B. What kind of automobile did your father have when you were my age?
C. How long did it take a large passenger airplane to travel from New York to San Francisco when you were ten years old?
D. What materials were used to make your clothes when you were my age?
E. When you were in the fourth grade, what kind of school did you go to and what subjects did you study?
F. What happened to people who had polio when you were young?

Now have your child see if he can figure out why there are so many changes from the time you were his age up to now.

best conclusion for each:

Ryan and Greg were playing baseball. Suddenly an hit the ball high. It went sailing over a wall, d there was the sound of glass breaking. Ryan shook s head and said, "There goes my allowance for a nth."

Why did Ryan say that?

A. He would have to buy a new bat.
B. He would have to pay for a window.
C. He would have to pay for a new ball.
D. He was given money when he played baseball.

DIRECTIONS: Read the story below. Circle your swer to the question that follows.

The night air was brisk, so Cindy fastened her heavy rka more snugly. Cindy loved coming to the log cabin the deep woods. Life was different up here and Cindy d learned the proper way to handle many situations that me up in the mountains. But the cabin also had its awbacks. There was no indoor plumbing, which was why ndy was outside on such a cold night. The outhouse was out fifty yards from the cabin. As Cindy neared it, she ard a rustling in the bushes. She held her flashlight ward the bushes to see what was causing the noise. The m light revealed a seven foot, very mean-looking bear anding near the outhouse.

Which conclusion is supported by details in the story?

A. Cindy will fight the bear with a switch.
B. Cindy will continue on her way to the outhouse.
C. Cindy will be attacked by the bear.
D. Cindy will turn off the flashlight and slowly back-track toward the cabin.

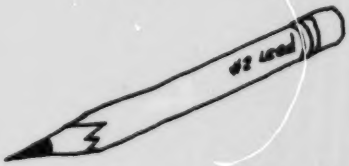
Solve these riddles.

Word Clues:			
wheel	corner	clock	telephone
chair	window	flag	floor
tree	mirror	pencil	

What Am I?

1. I have legs and a back, but cannot walk.
2. People see through my panes.
3. You may know me by my bark, but I make no sound.
4. People walk all over me, but I don't mind.

5. I can fly, but I need a pole.
6. I have a ring, but no fingers.
7. I tell time, but cannot speak.



8. The sharper I get the shorter I become.
9. I look like you until you go away.

10. I travel many places, but always go in circles.
11. I am always in a place where two things meet, but no one ever says "hello".

Cause and Effect

Perform a few simple actions that have obvious results, such as striking a match, flipping a light switch on or off, knocking over the first domino in a row of dominos, turning a faucet on or off, or pulling the bottom block out from under a tower of blocks. After each act, ask your child what happened and what caused it to happen.

WHY WORDS

Give your child an old magazine or newspaper and ask him to circle words that give clues to the reasons for particular events. Words such as "because," "since," and "so," are possibilities. Talk with him about conclusions that are presented. Also ask him to make up sentences with "why words".

Say a sentence using the word "because" but do not finish it. For example, you might say, "It is going to rain because" and then have your child indicate a possible reason. In doing so, your child must draw a conclusion. Other possible beginning sentences are:

I feel badly because _____.
I am hungry because _____.
I am going to the store because _____.
I am tired because _____.
I am not going swimming because _____.
You go to school because _____.

As you are taking a walk or riding in a car, you might ask your child why trees need rain, or why we have expressways. The more concepts the child brings to the reading situation, the more he gains from it.

Tell your child a short story and ask why. For instance, "Joe had 45 cents in his jacket pocket. When he got to school, he had no money. His teacher looked at his pocket and said, 'I know why your money is gone.'" Ask your child if she knows why.

DIRECTIONS: Read the story. Answer the question.

Judy's sister took her to the ice cream store. Judy wanted to get chocolate almond since that was her favorite. The store was out of chocolate almond. Judy decided to get pecan.

Why did Judy have pecan ice cream?

A. It was her favorite.

B. The store was out of chocolate almond.

C. Her sister told her to get pecan.

D. Pecan was the only flavor the store had.

Cause and Effect

I. Each numbered sentence below is the cause. At the right are three statements. Draw a line from the cause to the statement that is the effect.

1. It snowed heavily all night.
   a. The next day the schools were closed.
   b. The sun shone brightly in the morning.
   c. The next day was Thursday.

2. Uncle Will broke his glasses.
   a. He took his dog for a walk.
   b. He had to get his glasses fixed.
   c. His glasses had black frames.

3. Mrs. Morris threw some bread crumbs out into the yard.
   a. Mrs. Morris' neighors admired her flowers.
   b. The birdbath tipped over.
   c. Birds gathered in the yard.

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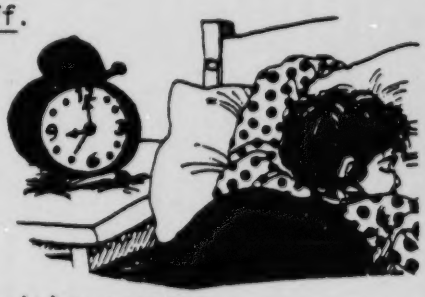
II. Read each sentence below, and decide if the underlined words are the cause or the effect. Draw a ring around either "Cause" or "Effect" after each sentence.

1. Matt woke up late <u>because the alarm clock didn't go off</u>.

   Cause Effect



2. Whenever someone knocked at the door, <u>the dog barked</u>.

   Cause Effect

3. Rose was so tired that <u>she fell asleep during the television program</u>.

   Cause Effect

4. <u>Because the moon was so bright</u>, they didn't need the flashlight.

   Cause Effect

CAUSE AND EFFECT CONCENTRATION

DIRECTIONS: Cut out the cards below. Place the cards
Play concentration with your child according to the ru
a cause (which is starred) and its related effect (whi

* Will broke his leg.	* Jack is hungry.	* Joan her
* Bob earned a dollar.	* Mary is cold.	* Lynn d a glass
She cannot open the lock.	She got her clothes dirty.	It br
His room looks neat.	He will watch T.V.	She i

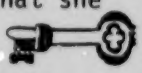
face-down on a table in 4 rows with 5 cards in each row.
les which were used for the TV game. A match consists of
ch is not starred).

lost key.	* May ate a big dinner.	* Cindy played in the mud.
ropped s.	* Bill cleaned his room.	* Jim's favorite program is on T.V.
oke.	He will put it in his bank.	He will eat lunch.
s full.	She will put her coat on.	He can't go skating.

Inference

Read an opening line of a story to your child. Then ask him to continue the story by adding a sentence. You can take turns making up sentences with your child until one of you ends the story.

Give the following written riddles to your child. Have her read and answer each. The riddle that she likes best may be her "snack".



1. I am sometimes very shiny. When you bite into me I go "crunch." I may be red, or green, or yellow.

   What am I? _____

2. I am fun to eat. Monkeys like me, too. I am long and skinny. Sometimes I have freckles on my skin.

   What am I? _____

3. I am very cold. Sometimes I drip all over your clothes. Mommy doesn't like that. You may put other good things on top of me.

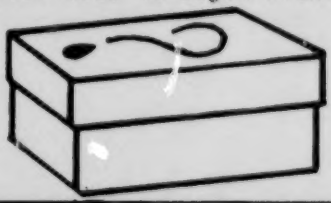
   What am I? _____

4. Sometimes Mother makes me. You can help, too. Sometimes you buy me at the store. I go best with milk. I am crispy and crunchy.

   What am I? _____

Find several recipes in your cookbook that your family likes. Cover up the name of the dish. Ask your child to read the recipe and give its name.

Get an old shoebox (or some other box) and an object that can fit inside. Tell your child that he can ask questions to try to guess what the object in the box could be. He might ask questions, such as: "Who uses it?" "What letter does it begin with?" "What is it made of?"



DIRECTIONS: Read the paragraph. Then choose the best answer for the question.

Nancy and Jill work together. Nancy has her own office. Each day Jill checks with Nancy for instructions.

What is Nancy?

A. a sister
B. a boss
C. a neighbor
D. a mother

Read the story below. Circle your answer to the questions that follow.

Scott Cooper rode his bike as fast as he could down the hilly country road. Scott didn't want Marty and the other guys to have to wait on him. He had forgotten how bad these roads were for biking.

Then, before he had a chance to stop, Scott hit a big hole in the road that sent him sprawling. Scott sat up and examined the damage. His pants were all torn and his knee was badly scraped. He groaned. The front tire had a large jagged gash in it.

"Need some help, Sonny?" Scott turned to see a wrinkled old man. "Not unless you have a tire for my bike," Scott replied. "This one sure isn't going to get me anywhere."

The old man smiled. "All things considered, boy, I guess you're pretty lucky. I do have a bike tire. I ran the bike shop in town for years. My name's Bill. Let's see if we can get you and your bike in runnin' order again."

1. Why was Scott in a hurry?

   a. He wanted to get away from the old man.

   b. He was on his way to meet some friends.

   c. He wanted to get home before his tire went flat.

   d. He was having a bike race with Marty.

2. Why did the old man think Scott was lucky?

   a. Because Scott wasn't hurt.

   b. Because he was glad to have company.

   c. Because the old man could help Scott fix his bike.

   d. Because Scott would miss meeting his friends.

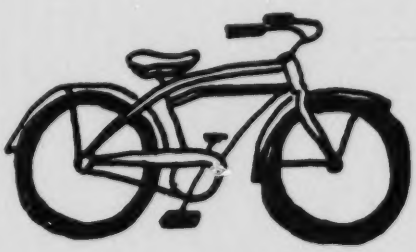
3. About how old was the man in the story?

   a. 19

   b. 26

   c. 40

   d. 65



I. Which book will tell you answers to the questions below? Write the matching numbers.

1. Cookbook for Boys and Girls
2. All about Boats and Ships
3. Frogs and Toads and Lizards
4. Games to Play Indoors

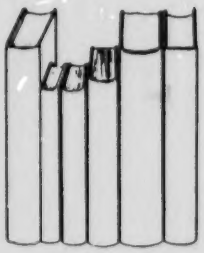
_____ What kind of game can we play on a rainy day?

_____ What goes into meat loaf besides meat?

_____ How are frogs and toads alike?

_____ How many games can be played inside the house?

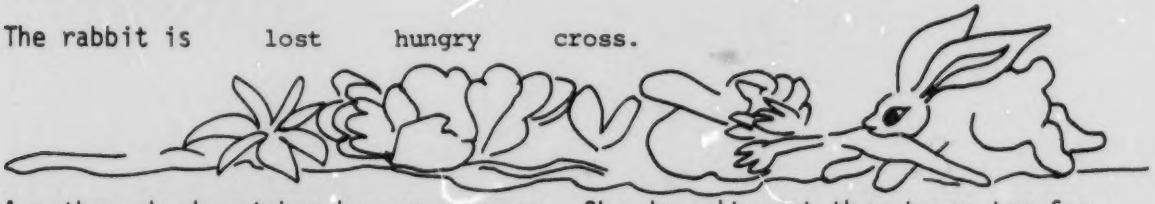
_____ How did men make ships move long ago?



II. Circle the right words for the sentences.

A large white rabbit goes into our garden every day. It eats some of the garden plants.

The rabbit is lost hungry cross.



A mother skunk watches her young ones. She doesn't want them to go too far away from her.

The mother skunk cares for loses sings to the little skunks.

III. Choose the sentence that has about the same meaning as the sentence in the box.

The bear was so hungry that he rocked a branch with acorns, until the acorns fell to the ground.

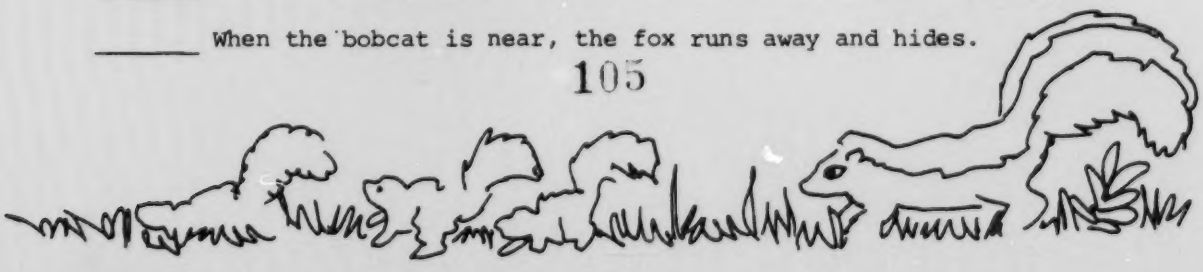
_____ The bear wanted to eat the acorns that he shook to the ground.

_____ The bear gave all his acorns to the chipmunks, the rabbits, and the little mouse.

The old fox is afraid of the bobcat.

_____ The fox and the bobcat run through the forest side by side.

_____ When the bobcat is near, the fox runs away and hides.



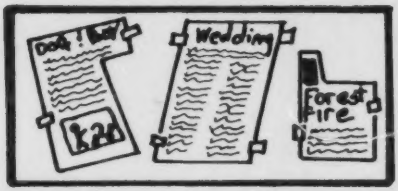
Fact and Opinion

A fact is something that is true. If you say "Baseball is a game," that is a fact. An opinion is someone's feelings about something. If you say "Baseball is the best game in the world," that is an opinion. It gives your feelings about baseball. Have your child write two sentences that are facts and two sentences that are opinions.

Take turns describing a topic you both know, such as school, relatives, etc. Identify each other's statements as fact or opinion.

Have your child look at a cereal box and circle all the factual information he or she can find. (weight, ingredients)

Cut out various sections of a newspaper and tape them on sheets of paper. Have your child underline the facts in red and the opinions in blue.



When a sentence tells what someone thinks, rather han a fact, there may be signal words in the sentence. ome signal words are:

best, better, always, most, more, never, nicest, all everyone, probably, anyone

Let your child use the cards marked O from the act and Opinion game that follows, and identify the ignal word in each opinion sentence.

Look through newspaper or magazine ads with your hild. Talk about the claims that are made about the roduct in the ad. Ask your child if the ad is more act than opinion and if the claims are supported by acts. Then let your child underline any "signal" ords in the ad that are used to state an opinion.

DIRECTIONS: Read the paragraph. Then choose the est answer for the question that follows.

(1) Balloons come in many different colors. (2) here are usually brightly colored balloons at circuses. 3) Yellow balloons are by far the most beautiful ones. 4) A person can buy balloons of different colors at any stores.

Which statement is an opinion?

A. 1

B. 2

C. 3

D. 4

OPINIONATED OPHELIA

Opinionated Ophelia complained about a lot of things. Sometimes she complained about things just for the sake of complaining, and sometimes she complained because she had such very strong opinions.

Read the story below, and help Ophelia sort out facts and opinions.

Opinionated Ophelia woke up early on Monday morning. The sun was shining brightly, and her mother was already in the kitchen making breakfast. Her first thought was of the party she'd be attending that day, and how really stupid she thought Pat was to have the party at 3:00. Ophelia felt that 5:00 would be a much better time for a party, and that St. Patrick's Day was not a good party theme, anyway. Even though her mother had explained that Pat was born on St. Patrick's Day and that he thought a St. Patrick's Day theme was more exciting than a birthday theme, Ophelia still complained. She said that wearing green was a silly thing to do, that she didn't believe four-leaf clovers really brought good luck to the finder and that no one she knew had ever seen a leprechaun.

Her mother told her that St. Patrick's Day is celebrated in many parts of the world, and suggested that she look up the history of the holiday in the encyclopedia. Ophelia said she couldn't because that volume of the encyclopedia was missing from the book case. She thought maybe it had been lost when they moved from their old apartment last summer.

"I really don't think you're looking on the right shelf," said her mother. "I saw that volume last week."

"I don't have time to look for it now," called Ophelia. "I need to go to the store to get a present for Pat. I think he'd like a kite."

"That sounds like a good idea," her mother replied. "March is such a windy month that he will surely be able to fly it!"

List 6 facts from Ophelia's story.

1.
2.
3.
4.
5.
6.

List 6 opinions from Ophelia's story.

1.
2.
3.
4.
5.
6.

Fact and Opinion

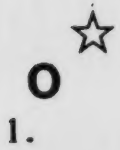
Use the Louisiana Trails gameboard on the next page to play this game.

Cut the cards apart and place them in a stack with the starred sides facing downward.

Ask your child to take the first card from the stack, read the sentence on the card, and guess whether the sentence is a "fact" or an "opinion". She can then check the back side of the card to see if her answer was correct. If she answered correctly, she can move forward the number of spaces indicated on the card. An incorrect answer means that she may not move until she has a correct answer.

There are 60 seconds in one minute.
Everyone loves a circus.
Twins don't always look alike.
Lemon lollipops taste better than orange lollipops.
Some trees don't lose their leaves in the winter.

Joe's Burgers has the best hamburgers in town.	My friend has blue eyes.	Fall is the nicest season of the year.
People have walked on the moon.	All children like to walk in puddles after a rain.	Snails have soft bodies covered by shells.
I will probably like our new student.	People need air to live.	Blue is a more pleasing color than red.
Gold is a kind of metal.	Basketball is the most interesting game in the world.	All dinosaurs died a long time ago.
Money is always easy to get.	Fish live in the water.	Tom can run faster than anyone in world.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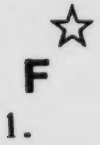
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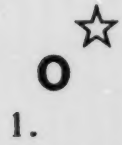
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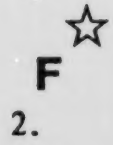
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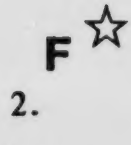
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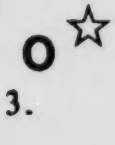
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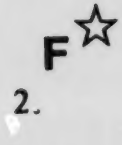
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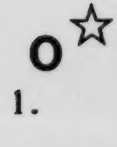
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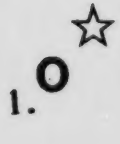
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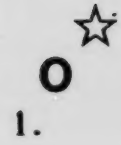
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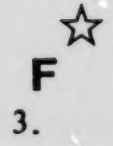
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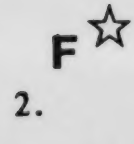
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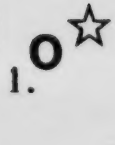
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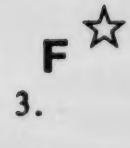
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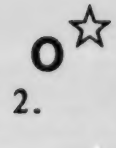
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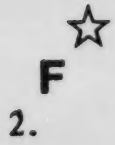
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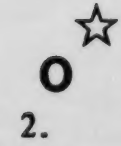
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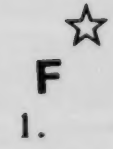
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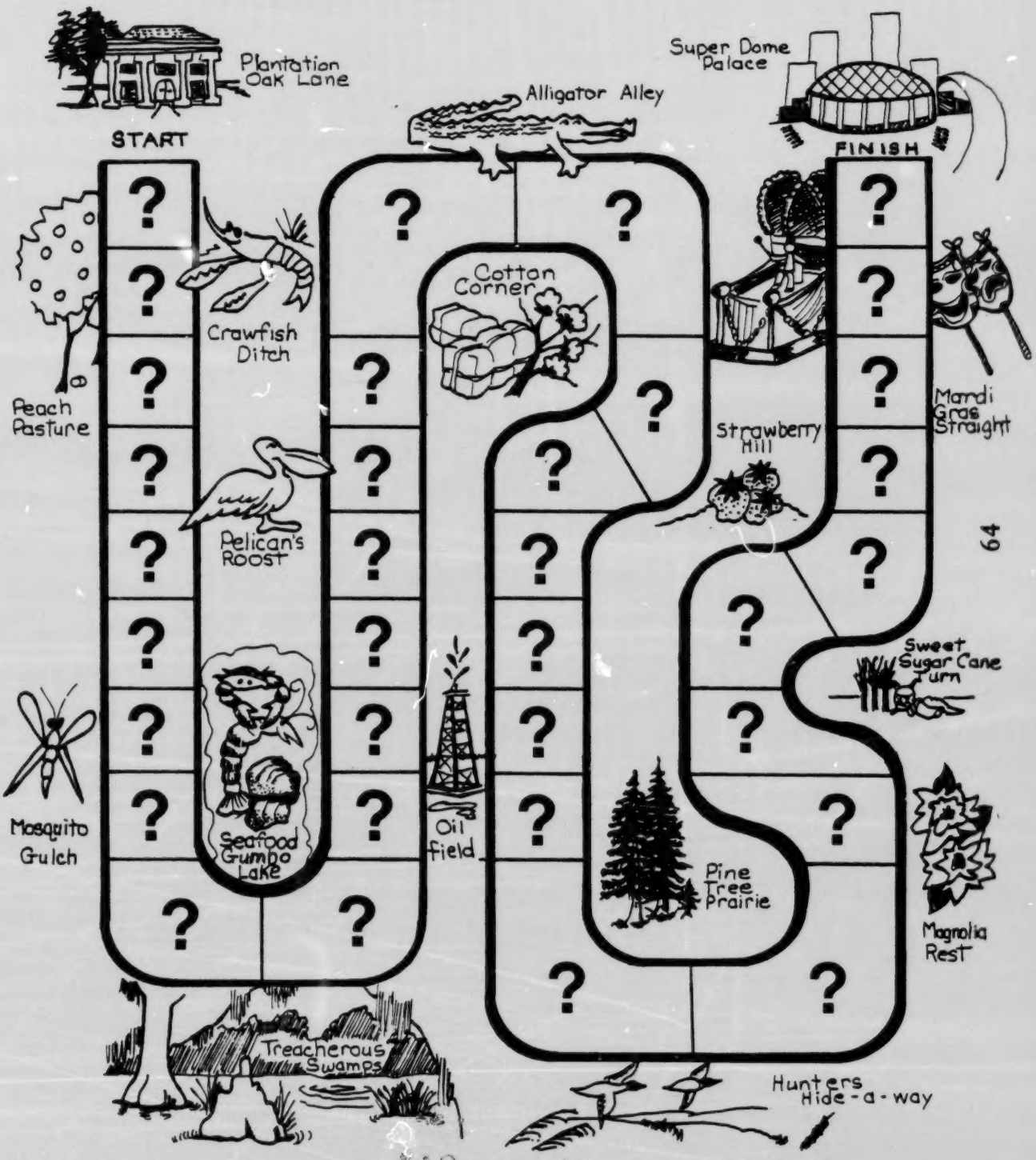
Louisiana Trails



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Character Traits

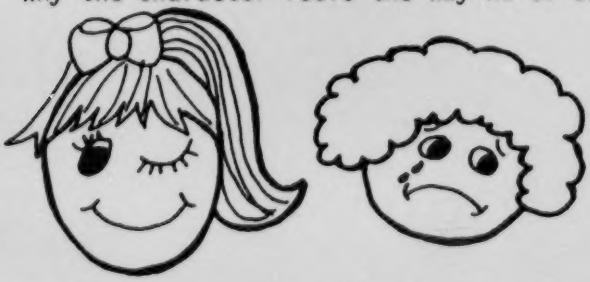
Before reading a story to your child, ask him to pay attention to what the people in the story are like. While reading the story, emphasize the traits of the characters, such as honesty, kindness, selfishness, or silliness. After reading the story, ask questions about the characters; for example, "Which person in this story was kind to others?" "Which person was silly?"

Have your child list some important features about herself (age, likes, dislikes).

Tell what you like about a relative or person you and your child both know. Give your child enough details so that he can tell you the person's name.

After watching a favorite TV show, have your child write five things she noticed about one of the characters in the program.

Tell your child one "feeling" word, such as sad, happy, bold, or shy. Ask him to invent a character, such as Sad Sam or Bold Betty. Have him draw a picture of the character and tell you why the character feels the way he or she does.



Find four books that your child knows well. From one of the books, copy a sentence that describes how a main character thinks, feels, or acts. Then show the closed books to your child. Read aloud the sentence that you copied, and ask her to tell you whom the sentence describes and what story the character came from. Continue the activity with sentences from each of the books.

Have your child select a character from his favorite book. Then ask him to see how many character traits he can list for that person. Can you guess who the character is?

✹ DIRECTIONS: Read the story. Then choose the best answer for the question.

Lee liked to draw pictures of peoples' faces. He'd invite you to sit down and model for him. He tried to make you look good. When he finished drawing a picture, he enjoyed seeing you smile. If you liked the picture, he would give it to you.

What word would best describe Lee?

A. selfish

B. thoughtful

C. lazy

D. brave

Circle the word that completes the sentence.

1. Mr. Wong had been waiting for a table for a long time. He was very hungry. Finally he was next in line. A man came in with a crying baby and two other small children. When a table became available he told the man with the small children to take it.

   Mr. Wong was _____.

   angry kind mean

2. When Sonia caught a fish, she asked her mother to help throw it back. She didn't want the fish to die. As she helped Sonia free the fish, she smiled.

   Sonia's mother was _____.

   greedy angry understanding

3. Ruth frowned as she told her friends she couldn't go on the bicycle trip. She knew she couldn't keep up with them. Her bicycle didn't have gears and she knew she couldn't make the hills.

   Ruth was _____.

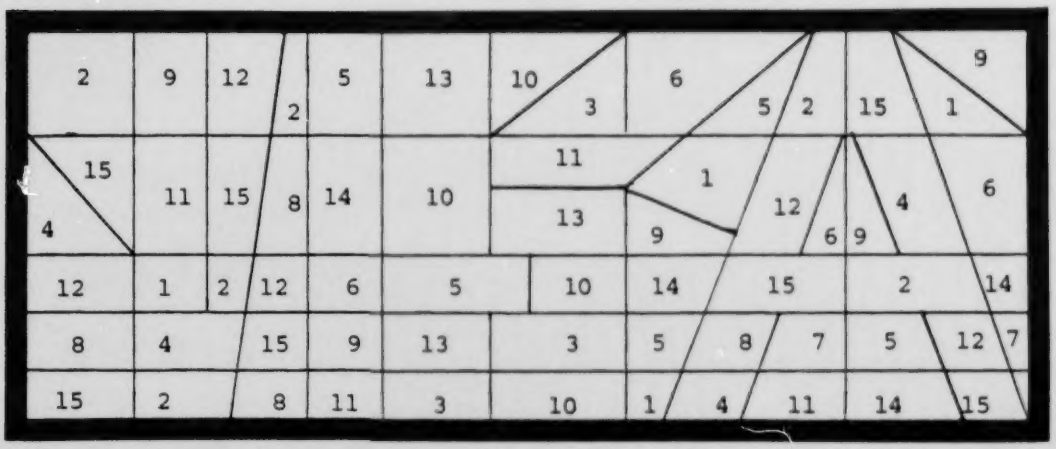
   sad excited happy

4. Mr. Peck visited the children's part of the hospital. He talked with every child. Then he did some magic tricks. He made the children laugh.

   Mr. Peck was _____.

   friendly angry afraid

To solve the puzzle and find the hidden country, read the sentences below. If the statement is <u>true</u>, color the numbered puzzle spaces as directed. If the statement is <u>not true</u>, leave the numbered puzzle space blank.



1. If rock is a feeling, color the #1 spaces blue.
2. If brave is a feeling, color the #2 spaces red.
3. If upset is a feeling, color the #3 spaces blue.
4. If afraid is a feeling, color the #4 spaces red.
5. If orange is a feeling, color the #5 spaces red.
6. If first is a feeling, color the #6 spaces blue.
7. If wooden is a feeling, color the #7 spaces red.
8. If nervous is a feeling, color the #8 spaces red.
9. If furry is a feeling, color the #9 spaces blue.
10. If shy is a feeling, color the #10 spaces blue.
11. If purple is a feeling, color the #11 spaces blue.
12. If grouchy is a feeling, color the #12 spaces red.
13. If serious is a feeling, color the #13 spaces blue.
14. If hilly is a feeling, color the #14 spaces red.
15. If angry is a feeling, color the #15 spaces red.

Alphabetizing

Provide your child with a group of words, naming household items. Make sure every word in each group begins with the same letter. Have your child name the items in each group in alphabetical order.

EXAMPLES: cheese, chair, chips;
pretzels, potatoes, plums, peanuts;
bag, ball, basket, barrel
nuts, noodles, napkins, nectarines;
grits, grapes, grease;
buns, beans, bananas, bologna; etc.

Have your child cut five movie titles from the newspaper and put them in alphabetical order.

Let your child arrange these words in alphabetical order to make sentences.

1. do safe children perfectly things many can

_____

2. lazily tall cat some dozed weeds beautiful a near

_____

3. the well can trumpet Arthur play

_____

third letter

Have your child arrange the letters in alphabetical order and she will spell a word.

s m t o _____	p h c s o _____
l y a b _____	l g y r o _____
o b l e w _____	n t o k _____
y i l f m _____	g n e i b _____
f y e d _____	r i f t s _____
i h t l _____	t o a d p _____

Have your child select five of his favorite comic strips and put these titles in alphabetical order.

*DIRECTIONS: Choose the word that comes first in alphabetical order.

A. belt
B. bead
C. best
D. beef

1. Write the words in alphabetical order in the blank spaces to make a sentence.

2. Draw a line from the sentence to the picture that best describes it.

canoes can crocodiles crazy carry

_____ ___ _____ _____ _____

watching win wonderful was Willy

_____ ___ _____ ___ _____

her fed Dora kangaroo olives daffy oily jumping

___ ___ ___ _____ _____ _____ ___ _____

drawings Debbie drab dear does

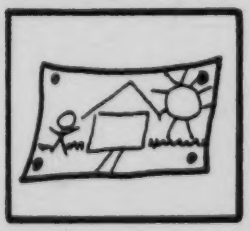
_____ _____ ___ ___ ___

happy has humor Harry horrible handsome

_____ ___ _____ _____ _____ _____

sick saved sailors sinking sailing survivors seven

___ _____ _____ _____ _____ _____ _____



Alphabetizing

Use the Yes or No gameboard on the next page for this game.

Cut the words on this page apart, and put them in a stack with the "starred" side facing downward.

Ask your child to draw the first card and read the three words on it. He says "Yes" if they are in the correct order or "No" if they are not in order.

If correct, he moves to that square on the game board. If not, he stays where he is.

flame flap flash	eas eag eat
wave walk wait	wol wor woo
mark master match	bak bag bar
boom board bow	spi spo spr
sharp shed short	begi begg beha

third letter

y er	radar rain rare	street steam star
f man od	which whale whole	bowl box boy
e k	hook hope hot	church charm chimney
rit ot ing	draw drag drain	lady lamp last
in gar ave	drank drip drop	zoo zipper zebra

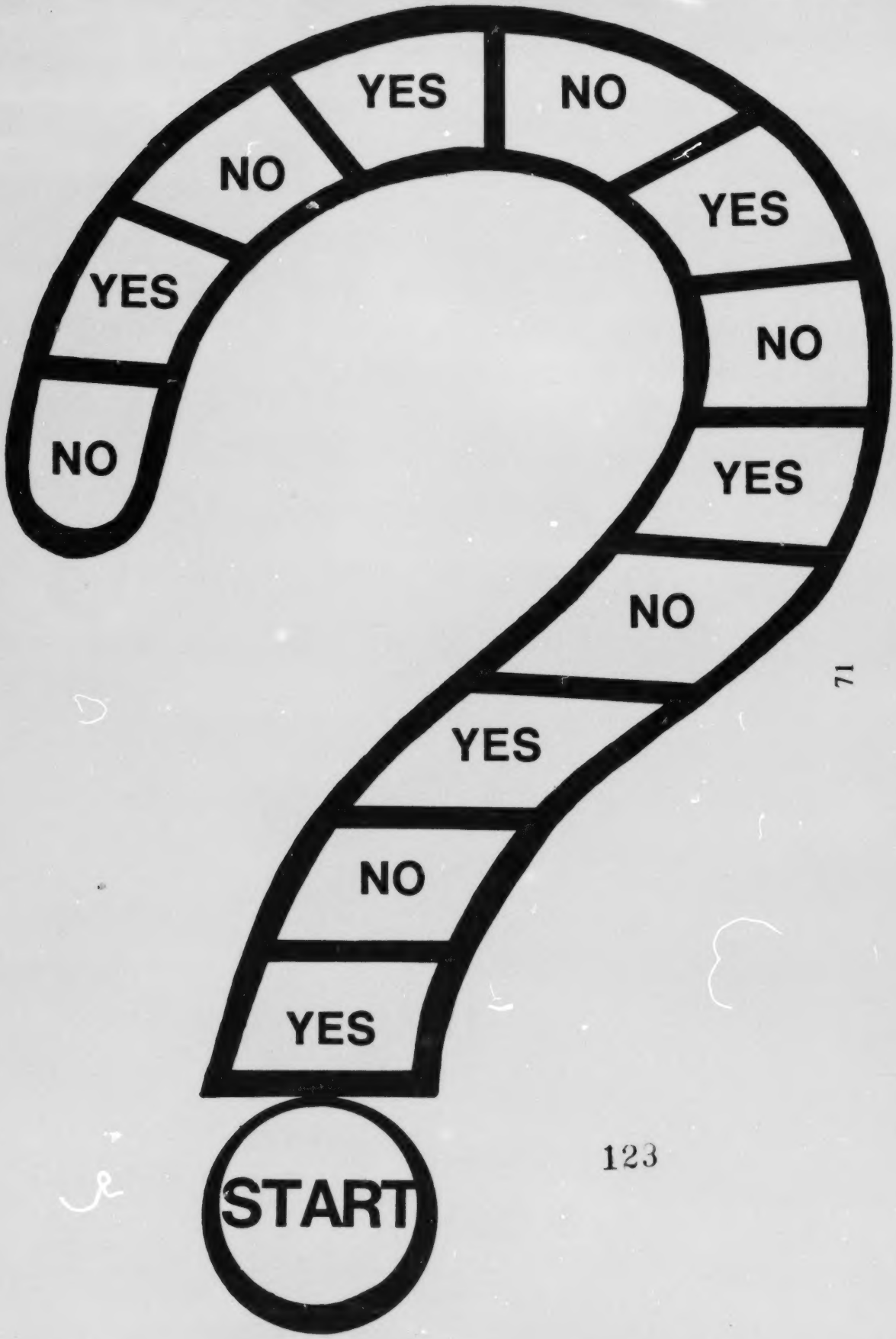
NO ☆ YES ☆ NO ☆ YES ☆

YES ☆ NO ☆ YES ☆ NO ☆

NO ☆ YES ☆ NO ☆ YES ☆

YES ☆ NO ☆ YES ☆ NO ☆

NO ☆ YES ☆ NO ☆ YES ☆



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123

Locating Information - Telepho

Have your child see how many parts are in the phone book and what information is found in each part. Give your child a list of names. Have him find their numbers and addresses. Ask your child to see how many people have the same last name.

Make use of the yellow pages by having your child find a doctor, a dentist, a restaurant, etc. Ask your child the following questions:

Who can you call if your stove breaks down?
Who can you call if you have a flat tire?
What places could you call for foods, supplies, and decorations for a birthday party?

Look up about ten names in the telephone directory and list them on a piece of paper. You might want to list names of relatives or friends. Your child's task will be to see how quickly she can find each name in the directory. Timing how long it takes to find each name makes the game more exciting.

Open the phone book to the yellow pages. Tell your child the name of a business, and have him skim to find the phone number of the business.

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ne Directory

DIRECTIONS: Look at the sample page from a telephone directory. Then choose the best answer for the questions that follow.

SCOTT 117

Scott Elton Court.....882-1235
Scott Everett R Jr atty 117 N Broad...439-2474
Res 927 Terry Ln.....477-3469
Children's Telephone 927 Terry....477-6930
SCOTT FERGUSON ROOFING & SIDING CO.
1938 W Sale Rd.....477-4792
Scott Frank 1021 Pullman Westlake.....439-4037
Scott Geraldine 1021 Pullman Westlake.439-4037
Scott Willie 1702 N Simmons.....436-6860
Scroggins Guy 800 W Carroll.....477-0149
SCROGGINS GUY INC.
Bagdad Rd Westlake.....439-2440
4102 Center.....477-4583
Scroggs Alvy 613 Cleveland.....439-5344

1. What is the children's telephone number at the Everett Scott, Jr. residence?

A. 439-2474
B. 477-6930
C. 477-3467
D. 477-4792

2. What is Guy Scroggins home address?

A. Bagdad Rd Westlake
B. 4102 Center
C. 613 Cleveland
D. 800 W. Carroll

Look at the telephone directory pages shown below. Check the YES box after each sentence that is true. Check the NO box after each sentence that is not.

White Pages

Brown, Linda	4101 Douglas Road...	287-5421
Brown, Tom	1134 Rose Drive.....	244-1329
Thompson, Nick	4828 Park Place.....	255-9827
Tibbett, Alan	4141 E. 28th.....	276-7613
Tyson, Susan	3809 Bell Street....	244-1414

Yellow Pages

Beauty

Ann's 3105 11th Street.....414-3333
Doll House 3405 Bel Avenue.....283-1393
Mr. Joe's 1163 Castle Road.....277-0144

Karate

Kim's School 1212 Laurel Place...243-4103
Jim's Palace 5241 Sun Street.....314-1502

WHITE PAGES

	yes	no
1. Alan Tibbett's phone number is 253-4722.	☐	☑
2. Linda Brown lives at 4101 Douglas Road.	☐	☐
3. Susan Tyson lives at 3809 Burl Street.	☐	☐
4. Tom Brown has the same phone number as Linda Brown.	☐	☐

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YELLOW PAGES

	yes	no
1. You could find out about taking karate lessons at 277-0144.	☐	☐
2. You could have your hair fixed at the Doll House.	☐	☐
3. Ann's is located at 3105 11th Street.	☐	☐
4. Jim's Palace is on Castle Avenue.	☐	☐

Write the names of ten friends in alphabetical order. Use the telephone book to find their addresses and telephone numbers. Record the information below.

PERSONAL DIRECTORY

by

NAME	ADDRESS AND TELEPHONE NUMBER

74

Locating Information - Dicti

Guide words are found at the top of every dictionary page and they are printed in darker type. The guide word on the left is the first word on the page, and the guide word on the right is the last word on the page. The words in heavy black print in the columns are called entry words. These words are listed in alphabetical order.

Have your child find these entry words in the dictionary and write the two guide words that are on that page.

	ENTRY WORDS:	GUIDE WORDS:	
1.	winter	_____	_____
2.	jam	_____	_____
3.	divide	_____	_____
4.	peanut	_____	_____
5.	reptile	_____	_____
6.	giraffe	_____	_____
7.	book	_____	_____
8.	music	_____	_____
9.	tornado	_____	_____
10.	electric	_____	_____

guide words
entry words

Write two guide words such as "desk" and "elephant" on a piece of paper. Give your child a time limit and ask her to list as many words as she can think of that would appear between these two guide words. Each correct word scores a point. For incorrect words, subtract one point from the score. This is a good quiet activity when you are on a long car ride. To make the activity more difficult, indicate two guide words which begin with the same letter, such as "matter" and "meter."

You will need a timer for this game. Tell your child a word and have him locate it in the dictionary. See if he uses the guide words. Time him on the same words other days to see if he is getting faster. Compare the times when he uses guide words for locating words as compared to not using them.

DIRECTIONS: Look at the entry word in the box. Which pair of guide words written below would be on the same dictionary page as the entry word in the box?

cotton

A. cement - clip

B. compare - custom

C. country - cure

D. coast - cost

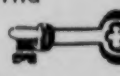
Locating Information - Dicti

Look at each pair of guide words and the entry wo
If the entry word would appear on the same page as the
the top, write yes. If the word belongs on another pa
The first one is done for you.

Guide Words		Guide
cop	**correct**	**juicy**

Entry Words		Entry
cool	no	June
cope	_____	jury
cost	_____	juveni

Circle the words that you would not find on this page.



teach **300** **treasure**

team turkey

term tooth

thirty towel

tribe trade

guide words
entry words

rds below them.
guide words at
ge, write no.

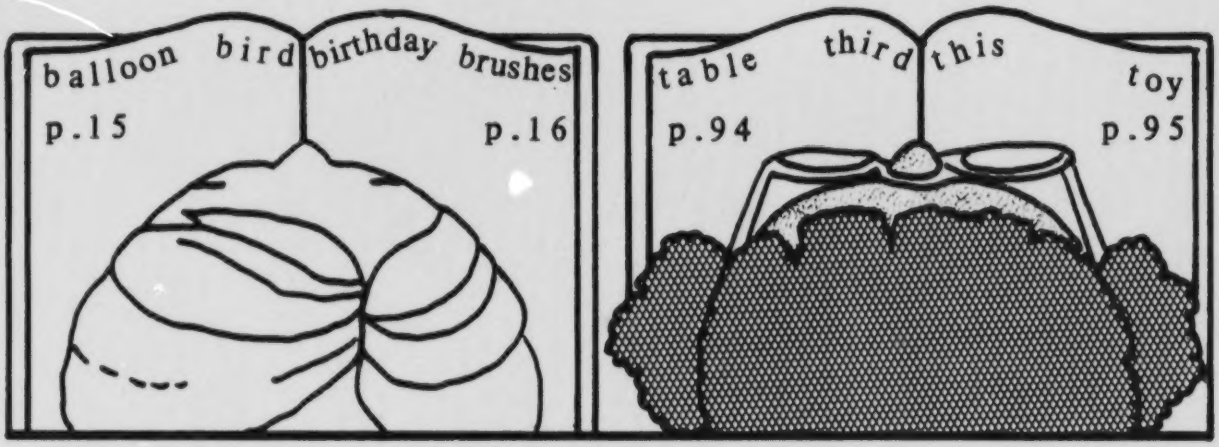
Words	Guide Words	
justify	**sampan**	**Saturday**

Words	Entry Words
_____	said_____
_____	sand_____
le __	save _____

Circle the words that you would not find on this page.

law	**200**	**mind**
library	list	mean
March	locate	master
lace	mound	lumber
listen	lump	machine

Look at the guide words on each dictionary page. Use them to help you answer the questions below. Check the boxes to answer the questions.



		Yes	No
1.	Could you find the meaning of "bicycle" on page 15?	✓	
2.	Could you find the meaning of "bears" on page 15?		
3.	Could you find the meaning of "bakery" on page 15?		
4.	Could you find the meaning of "bakery" on page 16?		
5.	Could you find the meaning of "tea" on page 94?		
6.	Could you find the meaning of "tents" on page 95?		
7.	Could you find the meaning of "umbrella" on page 95?		
8.	Could you find the meaning of "trees" on page 95?		

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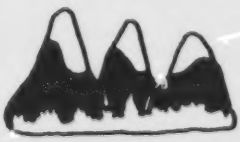
Locating Information - Maps

Get a road map and glue it to a piece of posterboard. Then have your child cut out the different states or parishes to make a puzzle of the map. Time him to see how quickly he can put it together. In doing so, have him notice the special symbols, scale, and index.

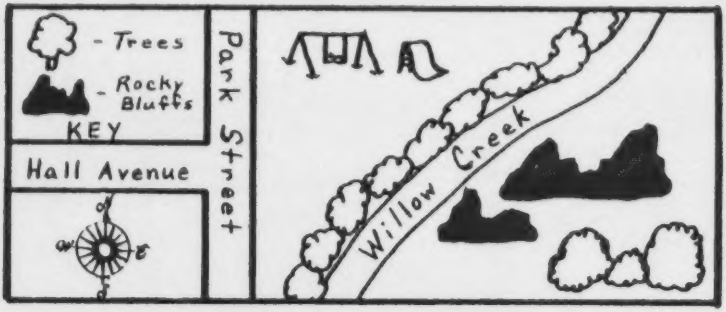
As you are taking a trip to the store or some other place, ask your child to give you directions. Help her use east, west, north, and south as she describes the route. You can vary this activity by giving your child directions and seeing if she can guess where you are taking her.

Ask your child to find a particular place on a map as quickly as possible. He will see the advantage of using the index to the map. Keep a record of the time it takes to find a particular place so your child can notice his progress.



Give your child a map of a room showing furniture placement. Then ask your child to walk around the room to see where the furniture in the room matches the furniture drawings on the map.

● DIRECTIONS: Use the map below to answer each question.



1. Willow Creek runs between the <u>trees</u> and

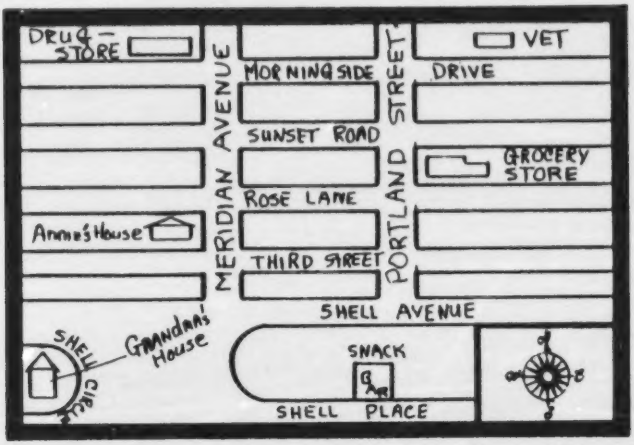
   A. Park Street
   B. the swings
   C. Hall Avenue
   D. the rocky bluffs

2. Where are the swings and slides?

   A. on Hall Avenue
   B. north of Willow Creek
   C. under the trees
   D. east of the rocky bluffs

Locating Information - Maps

Look at the map below. Read the directions that f



1. What general direction did Ed travel

   a. north b. south

2. On what street did Ed most likely tra

   a. Portland b. Shell Ave.

3. What's the name of the street where G

   a. Meridian b. Shell Circle

4. Grandma lives in which direction from

   a. north b. south

ollow. Circle your answer to each of the questions.

Ed was doing errands for Grandma. He left her house to go to the grocery store, then to the vet for some flea powder. When he left the vet, he went to the drugstore to pick up Grandma's medicine. After that, he stopped by Cousin Annie's for a drink of water. Ed had forgotten something at the grocery store, so he went back there before returning to Grandma's.

from the grocery store to the vet's?

c. east d. west

vel from the drug store to Annie's?

c. Meridian Ave. d. Third Street

randma lives?

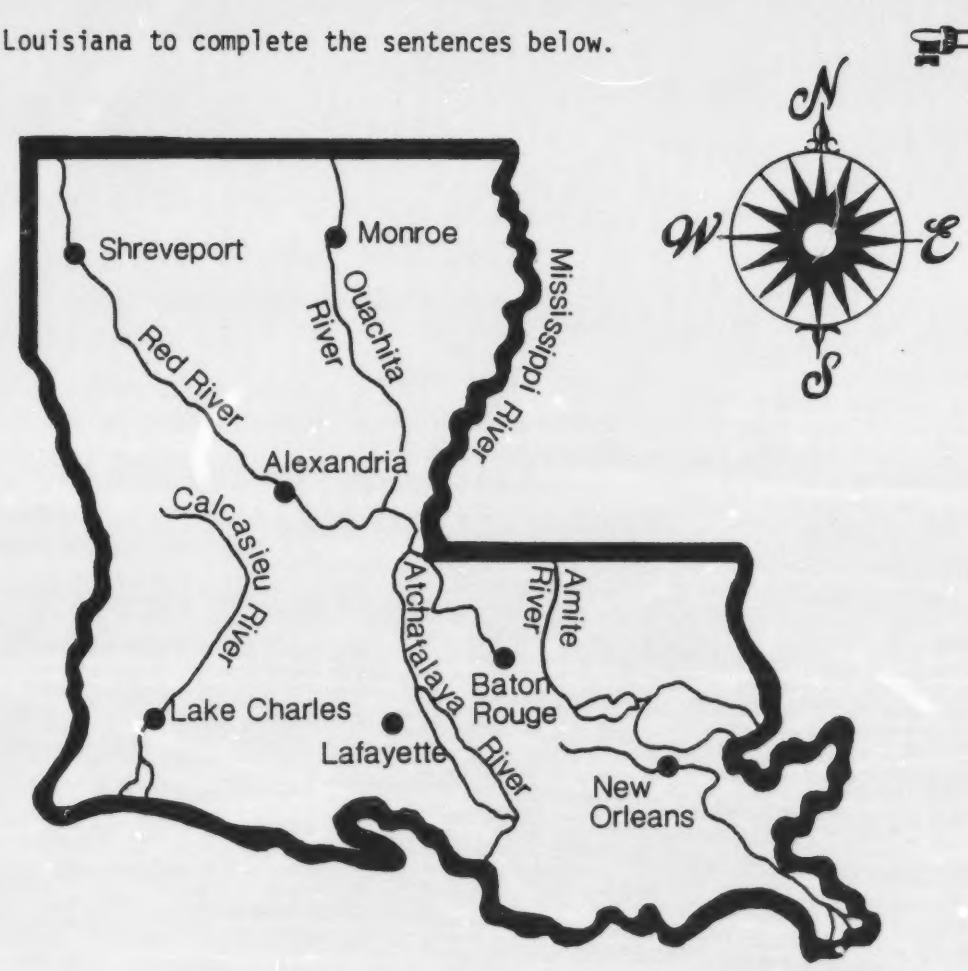
c. Rose Lane d. Portland

the drugstore?

c. east d. west

'9

Use the map of Louisiana to complete the sentences below.



80

1. Lafayette is east of _____.

   A. Baton Rouge B. Alexandria C. Lake Charles D. Atchafalaya River

2. The Red River flows through _____.

   A. Monroe and Baton Rouge
   B. Shreveport and Alexandria
   C. Shreveport and Lake Charles
   D. Baton Rouge and New Orleans

3. To travel from Monroe to Shreveport you would go _____.

   A. north B. south C. east D. west

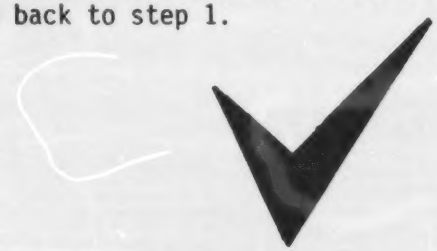
4. The _____ River forms part of the eastern border of Louisiana.

   A. Amite B. Mississippi C. Calcasieu D. Ouachita

Spelling

A PLAN FOR LEARNING THE SPELLINGS OF WORDS

1. Look at the word and say it.
2. Name the letters in order.
3. Close your eyes, picture the word, and name the letters in order again.
4. Open your eyes and check your spelling. If you spelled the word correctly, go on to step 5. If not, go back to step 1.
5. Write the word. Then check your spelling. If it is correct, go on to step 6. If not, go back to step 1.
6. Write the word and check it. If it is incorrect, go back to step 1.



Ask your child to write on a sheet of paper a word from the spelling list. Then have him turn his back to the paper. Your then erase one or more of the letters from the word. Ask your child to turn around, name the letter or letters that were erased, and replace the missing letter or letters in the word.

Print each word below on a 3" X 5" card leaving extra space between the letters in the word. Cut apart the letters and place the letters of each word in a separate envelope. Number the envelopes on the outside. Your child can take one envelope at a time and unscramble the letters in it to make a word.

playing	cleaning	working
going	walking	eating
looking	sleeping	wanting
jumping	doing	growing

DIRECTIONS: Choose the correct spelling of the missing word in the sentence.

Her birthday is in _____.

A. Septimber
B. Septimbir
C. Setember
D. September

Spelling

Let your child look over the words below. Then ask him to unscramble them to make the names of the days of the week and the months of the year.

lJyu	ayM
crembeD	auJryan
chraM	nuJe
suuAgt	brevmoNe
Fryeraub	prAil
trocObe	treebmepS
sharTuyd	Snaduy
Strayaud	saedTuy
desnadeyW	draFiy
	yandoM

Have your child cut large letters out of old newspapers and magazines. Your may wish to give her empty egg cartons to help sort and store the letters. Then have your child use the letters to spell her spelling words. She can paste the words they make onto a sheet of construction paper.

By assigning a number to each letter of the alphabet, you can make a code for the alphabet. For example, your code might be as follows:

A=6	B=13	C=9	D=3	E=8
F=11	G=14	H=5	I=20	J=26
K=16	L=10	M=21	N=24	O=18
P=22	Q=19	R=4	S=1	T=17
U=2	V=23	W=12	X=15	Y=25
Z=7				

Print the completed code on a piece of paper. Then use the code to write each of the spelling words. For example, if the word June were a spelling word, June would appear in code as 26-2-24-8. Have your child use the code to decode and write each of the days of the week and months of the year.

26-2-24-8

J U N E

DELIGHTFUL DAYS

Match the day of the week to fit the descriptions listed. Write the name of each day in the correct puzzle boxes.

ACROSS

1. The sixth day of the week
3. The day before Friday
5. The last day of the week
7. The first day of the school week

DOWN

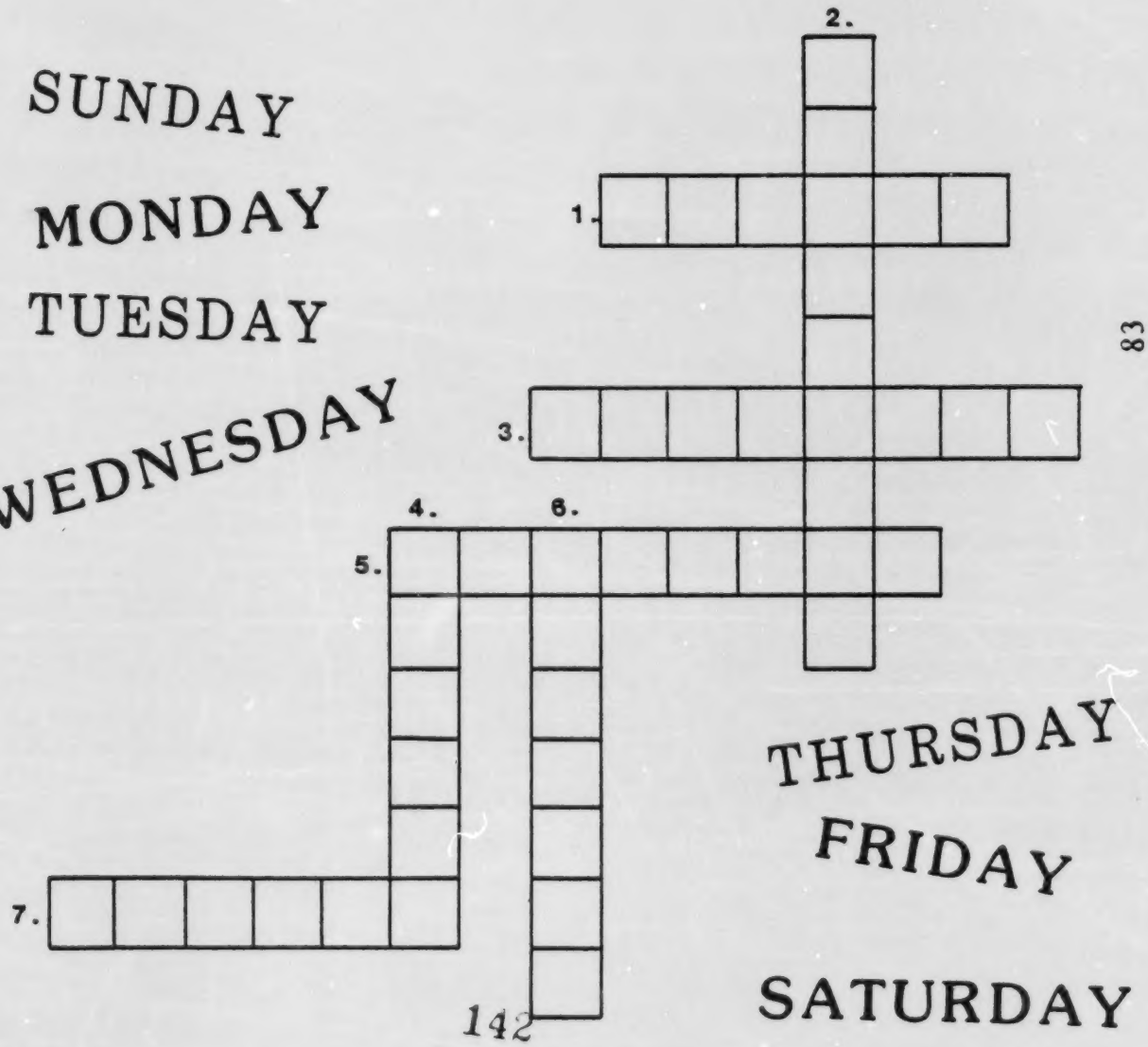
2. The day before Thursday
4. The first day of the week
6. The third day of the week

SUNDAY

MONDAY

TUESDAY

WEDNESDAY



THURSDAY

FRIDAY

SATURDAY

MONTHS OF THE YEAR

Match the month of the year to fit the descriptions listed.
Write the name of each month in the correct puzzle box.

ACROSS

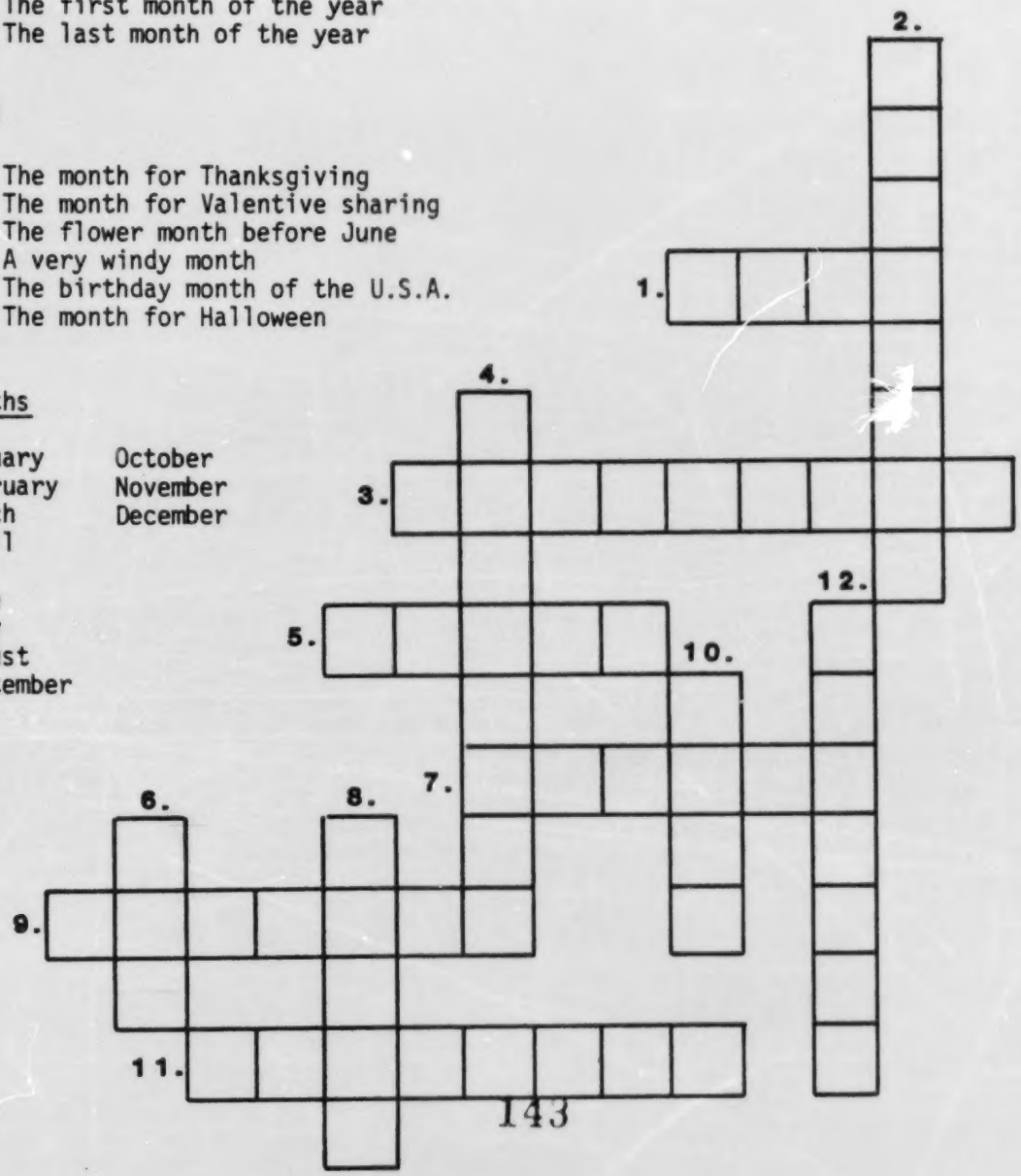
1. The month that comes after May
3. The month that comes before October
5. _ _ _ _ _ showers bring May flowers.
7. The hot month right after July
9. The first month of the year
11. The last month of the year

DOWN

2. The month for Thanksgiving
4. The month for Valentive sharing
6. The flower month before June
8. A very windy month
10. The birthday month of the U.S.A.
12. The month for Halloween

Months

January
February
March
April
May
June
July
August
September
October
November
December



Punctuation

This game will help your child better understand one of the uses of the comma. Begin by reminding your child that a comma calls for a pause in reading and speaking. You can start by naming a number of things. It can be things on a shopping list or people invited to a party. You must be very careful to pause after the name of each person or thing you name. Your child must listen carefully and then try to guess the correct number of persons or things in your list. Your child can make a list of her own.

Write the following sentence on a sheet of paper: "I have a hat, a coat, and gloves." Point out that each item listed is separated from the rest by a comma. Have your child cut out pictures of several items of clothing from an old catalog. Tell him to paste three or four pictures in a row on his paper, separating each picture with a comma. Ask him to write "I have" in front of the pictures and to put a period after the pictures to finish the word picture (rebus) sentence.

Print the following sentences on a sheet of paper:

I like to play with my ball, my bat, and my toy truck.
At the zoo I saw a fox, a pony, and an elephant.
Apples, cherries, and lemons are fruits.

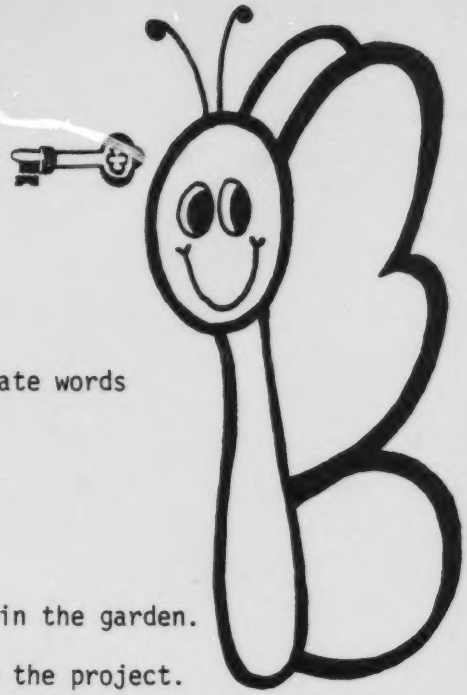
Circle each comma to remind your child that each item in a series should be separated from the rest by a comma. Ask your child to copy each sentence, substituting a drawing for each item named. Tell her to include commas in her rebus sentences.

DIRECTIONS: Read the sentence. Choose the correct punctuation for the underlined part.

Pat Jim and Sam walked home from school.

A. Pat Jim, and Sam
B. Pat, Jim and, Sam
C. Pat, Jim, and Sam
D. Pat, Jim, and, Sam

Commas with words in a Series



FACT: Words in a series are separated by commas.

EXAMPLE: Cows, horses, and dogs live on the farm.

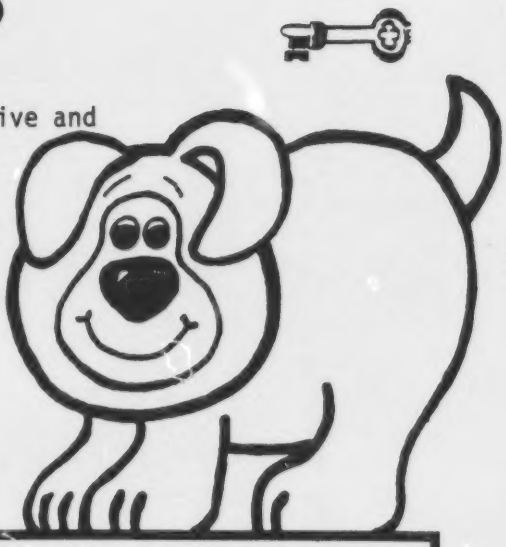
DIRECTIONS: Place commas where they are needed to separate words in a series.

1. Daniel bought a game a book and some candy.
2. Roy ordered the coat tie and pants.
3. John wants to raise corn beans carrots and tomatoes in the garden.
4. I needed a pencil some paper and a ruler to complete the project.
5. The doctor listened laughed and agreed.
6. Jan sells flowers shrubs and seeds on Saturdays.
7. My friend has a brother a sister and two step-brothers.
8. I like apples bananas grapes and plums.
9. Jennifer wrote a poem a story and a riddle.
10. Edward sings dances and skates.

DIRECTIONS: Write five sentences that list words in a series. Be sure to punctuate each sentence correctly.

1. _____
2. _____
3. _____
4. _____
5. _____

PERIODS



FACT: A period is used at the end of declarative and imperative sentences.

EXAMPLES: The dog is lost. (Declarative sentence)
Close the door. (Imperative sentence)

DIRECTIONS: Place periods where they belong.

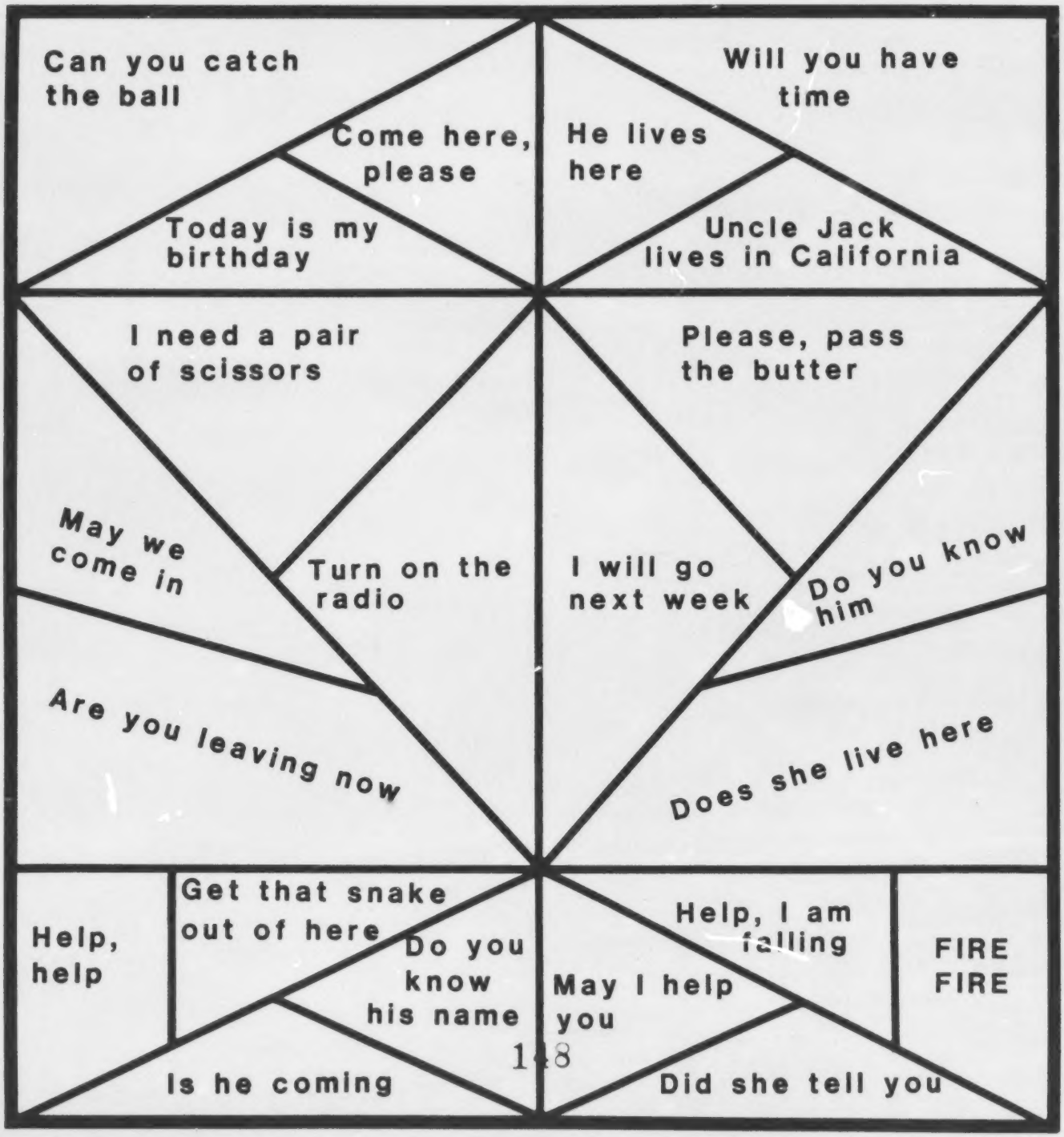
My Aunt Tilly is on a diet She wants to lose sixteen pounds The doctor told her she should exercise while she is on the diet Aunt Tilly says exercise makes her hungry I guess she needs to find a diet for her appetite

John invited Larry over to his house to see his new dog John told Larry that he was going to name his dog Brownie Larry thought that was a good idea since the dog was a beautiful brown color

DIRECTIONS: Write a paragraph of your own. Place periods at the end of each sentence.

Punctuation Practice

Color the areas that need a period blue.
Color the areas that need a question mark green.
Color the areas that need an exclamation point yellow.


Can you catch the ball
Come here, please
Today is my birthday
Will you have time
He lives here
Uncle Jack lives in California
I need a pair of scissors
Please, pass the butter
May we come in
Turn on the radio
I will go next week
Do you know him
Are you leaving now
Does she live here
Help, help
Get that snake out of here
Do you know his name
Is he coming
Help, I am falling
May I help you
FIRE FIRE
Did she tell you

ANSWER KE

Page 4

1. time	2. Sugar	3. nasty
4. assist	5. enormous	6. a dictionary
7. greenhouse	8. delicious	

Page 5 A SILLY STORY

One day in the SUNNY month of May, some HAPPY fourth-grade boys and girls met at the WONDERFUL Mayville Elementary School to write some FUNNY stories and CRAZY poems with their BEAUTIFUL teacher.

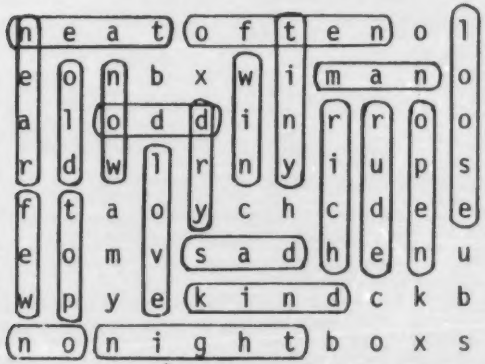
When the afternoon was over, the SKINNY teacher got into her SMALL car and drove home. Each of the SMART boys and girls took the NOISY school bus back to their LARGE homes and their LOVING parents.

1. ask - question	2. price - cost
3. shout - yell	4. enjoy - like
5. tale - story	6. thief - robber
7. end - finish	8. sick - ill
9. huge - enormous	10. stop - quit

Page 6

"rich" : well-off - wealthy
"run" : race - scamper
"careful": safe - watchful
"lively" : merry - cheerful
"clean" : tidy - dustless - spotless - neat
"wet" : damp - soaked - moist - rainy

Page 9



89

EY

Page 10

high - low	slow - fast	win - lose
add - subtract	old - new	sick - well
rich - poor	sunny - dark	noisy - loud
smart - dumb	short - tall	loose - tight
sit - stand	empty - full	dry - wet
polite - rude	many - few	heavy - light
friend - enemy	sweet - sour	quickly - slowly
hot - cold	shallow - deep	laugh - cry
stale - fresh	white - black	work - play
happy - sad		

Page 11

1. hare hair	2. fair fare	3. not knot
4. night knight	5. pare pear	6. bare bear
7. ate eight	8. beats beets	9. heard herd
10. tea tee		

Page 12

awl - all	sew - sow	ore - oar
toe - tow	red - read	wrap - rap
in - inn	new - knew	lead - led
dew - due	knot - not	know - no

Page 13

(A) K
NOSE
O
W
S

(B) K
NOT
O
T

(C) MALE
A
I
L

(D) SOME
U
M

(E) SUN
O
N

(F) SEE
E
A

Page 14

What has a head but no hair? (a pin)
What flies but has no wings? (time)

1. A 2. B 3. A 4. B 5. B

Page 15

1. bowl 2. date 3. file 4. buck

Page 20

1. spread	2. streaks	3. squeaks
4. splinter	5. scrub	6. strikes
7. thread	8. Spring	9. shrink
10. thrown		

Page 22

fur,	more,	dirt,	hurry,
car,	horn,	arm,	circus,
shirt,	water,	purse,	tar

ACROSS

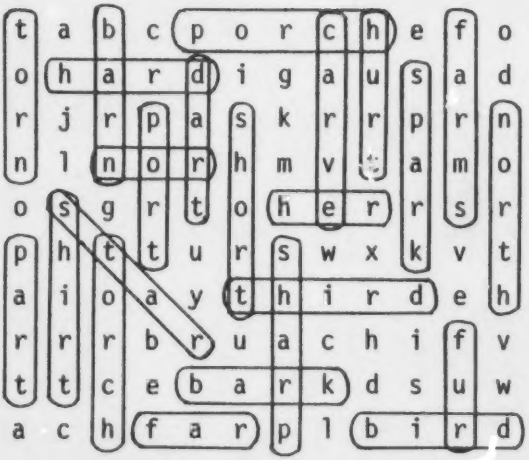
1. garden
2. jar

DOWN

3. darts
4. barn

Page 23 1. star 2. car 3. cards 4. barn

Page 24


t a b c p o r c h e f o
o h a r d i g a u s a d
r j r p a s k r r p r n
n l n o r h m v e a m o
o s g r t o h e r r s r
p h t t u r s w x k v t
a i o a y t h i r d e h
r r r b r u a c h i f v
t t c e b a r k d s u w
a c h f a r p l b i r d

Page 29

1. she will - she'll
2. they would - they'd
3. we have - we've
4. I will - I'll
5. he would - he'd
6. you have - you've
7. they will - they'll
8. we would - we'd
9. I had - I'd
10. will not - won't
11. you would - you'd
12. they have - they've
13. I have - I've
14. who would - who'd
15. he will - he'll
16. cannot - can't

R KEY

Page 30

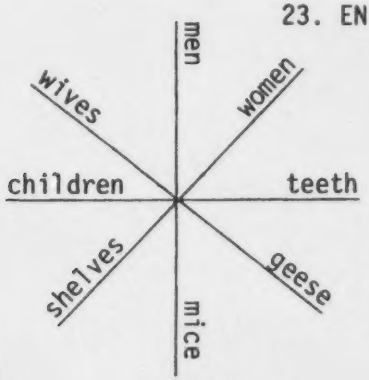
ACROSS

2. WOULDN'T
6. AD
8. EN
9. YOU'RE
10. WE'VE
11. HE'S
12. IT'S
14. ISN'T
16. LET'S
19. NO
21. I'M
22. SHELL
24. VIP
26. WON'T
27. PETS

DOWN

1. DAY
2. WE'RE
3. ONE
4. DOESN'T
5. THERE'S
7. DON'T
10. WE
11. HASN'T
12. I'LL
13. SAT
15. NO
17. ECHO
18. SALT
20. OMIT
21. I'VE
22. SW
23. EN
25. PS

Page 31



1. wolves
2. radios
3. thieves
4. rodeos
5. potatoes
6. leaves
7. pianos
8. zeroes
9. lives
10. tomatoes

shelves ~~shelfs~~
leaves ~~leafs~~
lives ~~lifes~~
scarves ~~scarfs~~
knives ~~knifes~~
wives ~~wifes~~
men ~~mans~~

Page 32

1. T
2. T
3. F
4. T
5. F
6. F
7. T
8. F
9. T

Hidden Word - plural

monkeys, birds, parties, porches, taxes, nouns, lives

Page 33

ACROSS	DOWN
1. TOMATOES	1. TORNADOES
6. ONE	2. MOTHERS
7. ROT	3. AN
8. ZA	4. TEARS
9. HEROES	5. SEAS
10. DIRT	8. ZEROES
12. SENSES	11. TENT
13. SEATS	14. AREN'T
15. PAL	16. ANNE
18. TOES	17. LESS
19. NE	18. TOP
20. INNS	20. IT
22. POTATOES	21. NO

Page 35

1. c	2. c	3. a	4. a
5. b	6. b	7. c	8. b

Page 36 Sentences that have possessives:

1, 4, 5, 7, 10, 12

Page 38

1. redo	2. unlike	3. retell	4. dislike
5. unhappy	6. review	7. disagree	

1. alike, unlike, dislike
2. reorder, disorder
3. unhappy
4. recover, uncover, discover
5. belittle
6. uneven
7. replace, displace

Page 41

1. a	2. b	3. a
4. c	5. b	6. a

EY

Page 42
1. er, faster, louder, smarter
2. ful, mouthful, careful, watchful
3. less, fatherless, hopeless, toothless
4. ness, softness, eagerness, brightness
5. est, cleanest, deepest, longest
6. ly, softly, sadly, quietly

Page 43
1. careful, careless
2. colorful, colorless
3. thoughtless, thoughtful
4. useless, useful
5. joyless, joyful
6. fearless, fearful

Page 44
1. pizza
2. store
3. at six
4. next to Joan
5. Lynn and Mark

Page 45
1. Africa
2. very loud
3. "King of the Beasts"
4. among brown rocks and tall grass

yellow		purple	
King of Beasts	pretty	timid	green
large	strong	little	wings
brown	loud roar	shy	feathers
beautiful	powerful	weak	purple

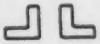
Page 46
1. Detroit
2. thirteen thousand dollars
3. leather seats, white sidewalls
4. sleek shape and powerful motors
5. your neighbors
6. twenty-seven

Page 47
I. A
II. A
III. D

Page 48
1. Mr. Clay uses colored sand to make sand pictures.
2. Mrs. Yoko arranged the flower bowl.
3. On Sunday evenings the family always played music together.
4. Everyone in our family was born in April.
5. Sandra got a new rug for her room.

ANSWER

Page 50 A. 2 B. 3 C. 4, 7
D. 5, 9 E. 1, 6, 8

Page 51 1. ○ 2. ═ 3. X○
4. T 5. ⊕ 6. PxF
7.  8. 7 9. ▯

Page 53 1. A 2. B

Page 54 1. chair 2. window 3. tree
4. floor 5. flag 6. telephone
7. clock 8. pencil 9. mirror
10. wheel 11. corner

Page 56 PART I -

1. a 2. b 3. c

PART II -

1. Cause 2. Effect 3. Effect 4. Cause

Page 57

Cause	Effect
Will broke his leg.	He can't go skating.
Jack is hungry.	He will eat lunch.
Joan lost her key.	She cannot open the lock.
May ate a big dinner.	She is full.
Cindy played in the mud.	She got her clothes dirty.
Bob earned a dollar.	He will put it in his bank.
Mary is cold.	She will put her coat on.
Lynn dropped a glass.	It broke.
Bill cleaned his room.	His room looks neat.
Jim's favorite program is on TV.	He will watch TV.

Page 58 1. apple 2. banana 3. ice cream 4. cookie

KEY

Page 59 1. b 2. c 3. d

Page 60

PART I	PART II
4	The rabbit is hungry.
1	The mother skunk cares for the little skunks.
3	PART III
4	The bear wanted to eat the acorns that he shook to the ground.
2	When the bobcat is near, the fox runs away and hides.

Page 62

FACTS:

1. Ophelia woke up early ...
2. The sun was shining brightly,
3. ... mother was making breakfast.
4. ... mother explained that Pat was born on St. Patrick's Day.
5. ... no one she knew had ever seen a leprechaun.
6. St. Patrick's Day is celebrated in many parts of the world,
7. ... volume of the encyclopedia was missing.
8. "I saw that volume last week."
9. "I don't have time to look for it now,"
10. "I need to go to the store to get a present for Pat."
11. "March is such a windy month ..."

OPINIONS:

1. ... how really stupid she thought Pat was to have a party at 3:00.
2. Ophelia felt 5:00 would be a much better time ..
3. ... he thought a St. Patrick's Day theme was more exciting than a birthday theme,
4. She said that wearing green was a silly thing to do,
5. ... she didn't believe four-leaf clovers really brought good luck ...
6. She thought maybe it had been lost when they moved.

(CONTINUED ON NEXT PAGE)

Page 62 OPINIONS: (continued)

7. "I really don't think you're looking on the right shelf,"
8. "I think he'd like a kite."
9. "That sounds like a good idea."

Page 66

1. Mr. Wong was kind.
2. Sonia's mother was understanding.
3. Ruth was sad.
4. Mr. Peck was friendly.

Page 67

True Sentences: 2, 3, 4, 8, 10, 12, 13, 15
Not True Sentences: 1, 5, 6, 7, 9, 11, 14
Hidden Country: USA

Page 68

chair, cheese, chips
peanuts, plums, potatoes, pretzels
bag, ball, barrel, basket
napkins, nectarines, noodles, nuts
grapes, grease, grits
bananas, beans, bologna, buns

1. Can children do many perfectly safe things?
2. A beautiful cat dozed lazily near some tall weeds.
3. Arthur can play the trumpet well.

most	chops
ably	glory
below	knot
filmy	begin
defy	first
hilt	adopt

Page 69

Can canoes carry crazy crocodiles?
Was watching Willy win wonderful?
Daffy Dora fed her jumping kangaroo oily olives.
Dear Debbie does drab drawings.
Handsome happy Harry has horrible humor.
Sailing sailors saved seven sick sinking survivo

Page 73 White Pages: 1. No 2. Yes 3. No 4. No
Yellow Pages: 1. No 2. Yes 3. Yes 4. No

Page 76

cool	no	June	yes	said	no
cope	yes	jury	yes	sand	yes
cost	no	juvenile	no	save	no

On sample page 300, you would not find the words tribe and turkey.

On sample page 200, you would not find the words lace and mound.

Page 77 1. Yes 2. Yes 3. No 4. No
5. Yes 6. No 7. No 8. No

Page 79 1. a 2. c 3. b 4. b

Page 80 1. C 2. B 3. D 4. B

Page 82

July	May	Thursday	Sunday
December	January	Saturday	Tuesday
March	June	Wednesday	Friday
August	November		Monday
February	April		
October	September		

Page 83

ACROSS
1. FRIDAY
3. THURSDAY
5. SATURDAY
7. MONDAY

DOWN
2. WEDNESDAY
4. SUNDAY
6. TUESDAY

Page 84

ACROSS				DOWN			
1. JUNE	3. SEPTEMBER	2. NOVEMBER	4. FEBRUARY
5. APRIL	7. AUGUST	6. MAY	8. MARCH
9. JANUARY	11. DECEMBER	10. JULY	12. OCTOBER

rs.

Page 86

1. Daniel bought a game, a book, and some candy.
2. Roy ordered the coat, tie, and pants.
3. John wants to raise corn, beans, carrots, and tomatoes in the garden.
4. I needed a pencil, some paper, and a ruler to complete the project.
5. The doctor listened, laughed, and agreed.
6. Jan sells flowers, shrubs, and seeds on Saturdays.
7. My friend has a brother, a sister, and two step-brothers.
8. I like apples, bananas, grapes, and plums.
9. Jennifer wrote a poem, a story, and a riddle.
10. Edward sings, dances, and skates.

Page 87

My Aunt Tilly is on a diet. She wants to lose sixteen pounds. The doctor told her she should exercise while she is on the diet. Aunt Tilly says exercise makes her hungry. I guess she needs to find a diet for her appetite.

John invited Larry over to his house to see his new dog. John told Larry that he was going to name his dog Brownie. Larry thought that was a good idea since the dog was a beautiful brown color.

Page 88

Blue

Come here, please.
He lives here.
Today is my birthday.
Uncle Jack lives in California.
I need a pair of scissors.
Please, pass the butter.
Turn on the radio.
I will go next week.

ge 88
ont.)

Green

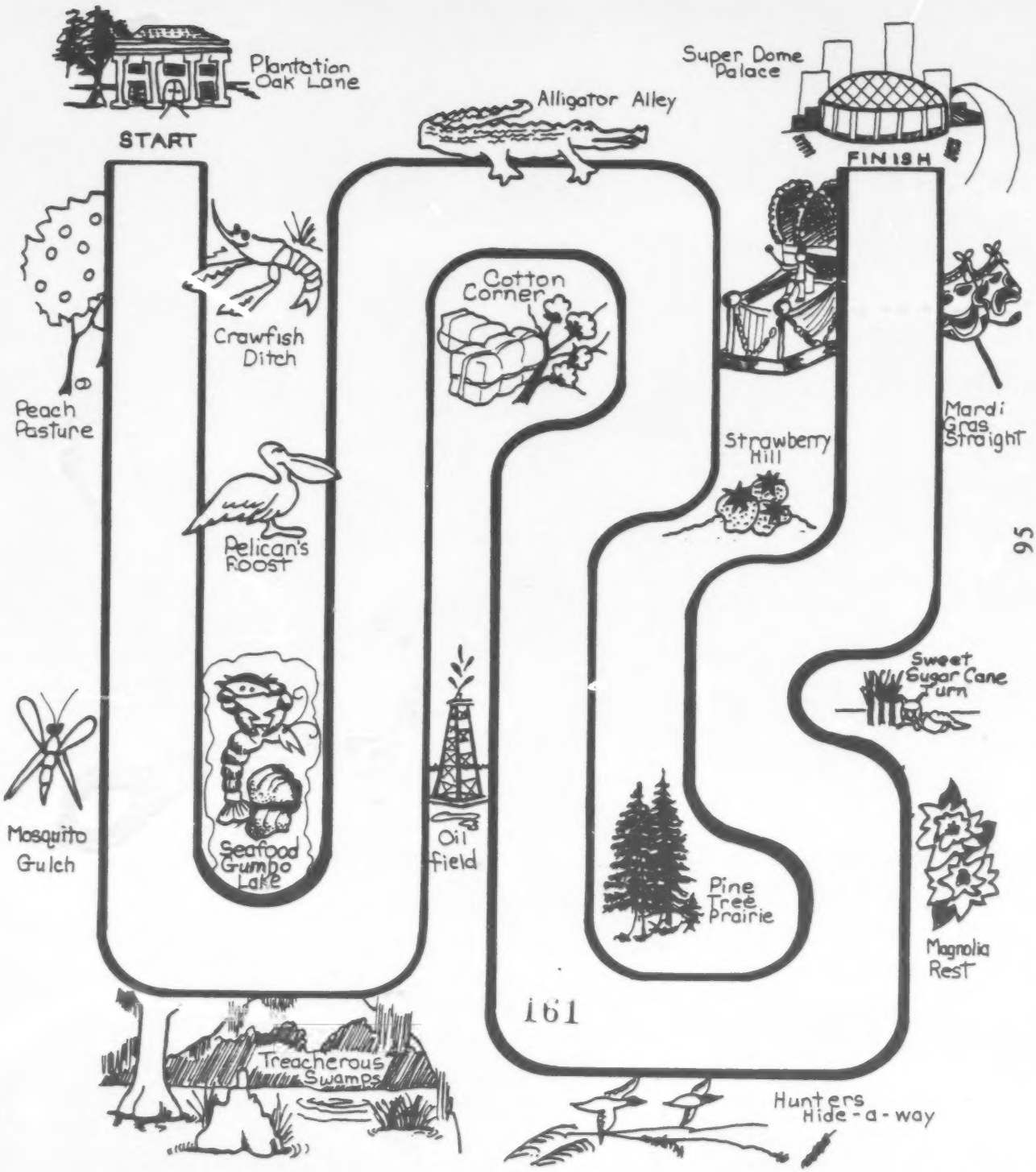
Can you catch the ball?
Will you have time?
May we come in?
Do you know him?
Are you leaving now?
Does she live here?
Do you know his name?
May I help you?
Is he coming?
Did she tell you?

Yellow

Help, help!
Get that snake out of here!
Help, I am falling!
FIRE! FIRE!

4

Louisiana Trails



HARRIS-JACOBSON LIST
CORE THIRD READER

BEST COPY AVAILABLE

aboard
accident
address
adventure
afternoon
against
age
agree
ah
aim
alarm
alive
allow
already
although
amaze
among
anxious
anyway
anywhere
apart
appear
apron
arithmetic
army
arrive
arrow
asleep
attack
attention
automobile
awake
awful
backward
balcony
banana
band
bare
barnyard
baseball
bath
batter
battery
beach
bead
beam
bean
beard
bent
beauty
became
become
bedroom
beg
beginning
begun
behave
behold
below
belt
bench
bend
beneath
bent
beyond
bicycle
bite
blanket
blink
blizzard
blossom
board
body
bonnet
born
borrow
bother
bow
bread
breath
brick
bride
broke
broken
broom
brush
bubble
buckskin
bud
buffalo
bug
built
bundle
burst
bush
business
butterfly
buzz
cabin
calm
camera
camp
candy
cap
cape
captain
carrot
case
castle
cattle
cause
cave
ceiling
cent
center
certain
change
check
cheek
cheer
cheerful
chest
chew
chief
child
chimney
chin
chip
chipmunk
chop
chosen
chuckle
church
circle
clap
cliff
clop
cloth
cloud
club
coach
coffee
coin
colt
comb
comfortable
common
company
complain
complete
cone
content
contest
continue
cool
copper
coral
cost
cottage
courage
course
cousin
crack
crash
crazy
crept
crisp
crop
crowd
crown
cruel
curious
curl
current
curtain
customer
cute
danger
dangerous
dare
darkness
dash
daughter
daydream
dead
deal
decide
declare
delicious
delight
deliver
deserve
desk
detective
diamond
die
difference
difficult
dim
dime
dine
dip
direct
direction
dirt
disappear
disappoint
discover
distance
dive
divide
dock
donkey
doorbell
doorway
downstairs
drag
draw
drawer
drew
drift
drill
driven
driver
drove
drown
drum
dug
during
dust
eager
eagle
east
edge
either
electric
electricity
eleven
enemy
engine
engineer
enjoy
enormous
enter
escape
everybody
exact
example
except
excitement
exclaim
exercise
expect
experiment
explain
explore
extra
fact
familiar
famous
fancy
farther
fasten
fault
favorite
fearful
feast
fed
fellow
fifth
fifty
figure
final
fisherman
flag
flame
flash
flop
flour
flutter
fold
folk
fool
foolish
football
force
forget
forgotten
fork
form
forth
fortune
forty
forward
fountain
frame
free
fresh
fright
frog
frown
fry
fur
gas
gasp
gather
gay
gaze
geese
gentle
gift
gingerbread
giraffe
given
gobble
golden
goodness
grab
grain
granny
grant
grateful
greedy
grin
groan
grocery
group
growl
grown
guard
half
halfway
hammer
handful
handkerchief
handsome
happiness
harbor
harm
hatch
hate
hay
heart
heat
heel
helicopter
helpless
herd
hidden
hind
hip
history
hitch
ho
honk
honor
hook
hose
hospital
hotel
hour
howl
hug
hum
hundred
hurrah
hurried
husband
hut
ill
imagine
immediate
impatient
important
impossible
inch
indeed
inn
insect
insist
interest
interesting
invent
invention
inventor
invisible
invite
island
jacket
jail
jam
jerk
jet
join
judge
jingle
kettle
key
kick
kingdom
kiss
kitty
knee
knife
lad
lady
laid
lamp
language
laughter
lead
leader
lean
leap
least
leather
length
less
lesson
lie
lift
lightning
list
lively
load
lock
log
loose
lord
lose
lump
lying
ma am
machine
mad
maid
main
majesty
mama
mamma
manage
manner
march
market
marry
marsh
master
match
meal
meant
measure
meat
medicine
melt
mention
message
metal
mice
middle
mill
million
mirror
mischief
mistake
mix
model
moment
month
moon
motor
mud
mule
museum
music
mutter
mystery
nail
nap
narrow
neat
needle
neighborhood
neither
net
nibble
nickel
nine
nod
noun
north
notice
nurse
obey
ocean
o'clock
offer
office
often
orange
order
ought
outdoor
overhead
owner
pack
package
page
paid
palace
pale
parent
parrot
pasture
patch
path
patient
pedal
peddler
peck
peer
pencil
perch
perfect
perhaps
person
piano
pillow
pilot
pin
pink
pipe
pitch
pitcher
plain
planet
plate
platform
pleasant
plenty
plow
plunge
poem
poke
pole
police
polite
poppy
porcupine
possible
pot
potato
pound
pour
power
practice
precious
prepare
present
press
pretend
prince
princess
print
probably
problem
professor
promise
proper
protect
prove
puff
pump
pumpkin
punish
pure
purple
puzzle
quarrel
quarter
queen
question
radio
rage
rail
raise
rang
rather
realize
rear
reason
recognize
record
refrigerator
refuse
rein
rent
repair
reply
report
respect
reward
ribbon
rice
rich
rid
ripe
roast
rob
robe
rooster
root
rose
royal
rubber
rug
rule
rush
sack
saddle
safety
sail
sailor
sale
salt
sandwich
scamper
scary
scatter
science
scientist
scold
scratch
scream
screen
scrub
search
season
secret
seize
sense
serious
servant
serve
settle
several
sew
shade
shadow
shake
share
sharp
sheet
shelf
shell
shine
shiny
shone
shoot
shore
shot
shoulder
shove
shy
sick
sigh
signal
silence
silent
sill
since
single
sir
sixteen
size
skin
skunk
sky
skyscraper
slap
slept
slip
smart
smooth
snap
sneeze
sniff
snowstorm
sob
sold
soldier
solve
somebody
sort
south
space
spare
spark
sparkle
speak
spear
special
speech
spend
spent
spider
spill
spin
spirit
spoil
sprang
spread
spy
square
squawk
squeak
squeal
stair
stall
startle
state
statue
steady
steal
steam
steep
steer
stem
stew
stiff
stolen
stomach
stool
storm
stove
straighter
straw
strike
strip
struck
struggle
suck
study
stuff
stupid
sugar
suppose
surface
surround
swallow
swan
sway
sweep
swept
swift
swing
swirl
switch
swung
syllable
tag
tale
tap
taste
taught
taxicab
tea
team
tease
telescope
television
tender
terrible
terry
test
thankful
themselves
they'll
thick
thief
thieves
thin
thirty
though
thousand
thread
thrown
thud
thump
thunder
tick
ticket
tight
till
tin
tiptoe
toe
tongue
tool
toot
torn
toss
touch
trade
trail
travel
treasure
treat
tremble
tribe
trouser
truly
truth
tube
bug
tune
tunnel
turkey
turnip
twelve
twenty
twig
understand
understood
united
unless
untie
unusual
upon
upside
upstairs
upward
useful
usual
vacation
valentine
valley
vegetable
view
village
visitor
wake
wander
war
warm
warrior
waste
weak
weather
weed
weigh
weight
welcome
west
whale
whether
whirl
whisker
whole
whose
wicked
wiggle
wild
willing
wink
wipe
wire
women
won
wore
workmen
worn
worry
worse
worth
wound
wrap
wrinkle
writing
written
yesterday
you're
you've